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ABSTRACT

This is the report of a conference held to communicate the results of the Non Traditional Community College Project conducted during 1973-74 to determine the potential learning population of metropolitan St. Louis. The conference report consists of major presentations by J. A. Valentine of the College Entrance Examination Board and by the individuals responsible for Project activities, and minor presentations by conference participants. Mr. Valentine's article reports the results of a nationwide study of the learning experiences and interests of adults, discusses the pros and cons of initiating non-traditional education, and briefly reviews the history of educational change. The articles by M. Rooney, C. Lofton, and W. E. Hunter report the results of the St. Louis Project; information about the residence, sex, race, age, martial status, occupations, and education levels of would-be learners, a review of the kinds of learning experiences presently available in St. Louis, and recommendations based on the research findings are included. Other articles are: "Marketing Higher Education" by E. H. Fram; "New Institutions for New Clientele" by E. L. Harlacher; "The Status of Non Traditional Education" by D. A. Trivett; "Challenge from New Learners" by K. P. Cross; "The University of Mid-America" by W. Bondeson; and "Center for Adult Learning" by W. Connor. (DC)

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PROGRAMS TWO AND THREE

POSTSECONDARY YOUTH & ADULT LEARNING EDUCATIONAL MARKETING & DELIVERY SYSTEMS

Trustees' Symposium on Postsecondary Education

Walter E. Hunter, *Editor*

February 1975

TABLE OF CONTENTS

Program Two Introduction 1
Walter E. Hunter

Non Traditional Study: A Promise on a Rocky Road to Fulfillment . . 3
John A. Valentine

Assessment of Postsecondary Youth & Adult Learning

Design. . . . . Michael Rooney 6

Summary of Findings . . . . . Walter E. Hunter 18

Conclusions and Recommendations . . . Walter E. Hunter . . . 22

Educational Opportunities and Resources. 25
Charlene Lofton

PROGRAM THREE

Marketing Higher Education 30
Eugene H. Fram

New Institutions for New Clientele 42
Ervin L. Harlacher

The Status of Non Traditional Education 60
David A. Trivett

Challenge from New Learners. 78
K. Patricia Cross

The University of Mid-America. 90
William Bondeson

Center for Adult Learning. 94
William Connor

Program Two

Postsecondary Youth & Adult Learning in Metropolitan St. Louis

Walter E. Hunter

Traditionally postsecondary educational services are available to a limited number of individuals. These individuals are usually young high school graduates, frequently graduates of academically oriented, suburban high schools. Yet the evidence is quite clear that more, perhaps most, postsecondary youth and adults desire to continue learning. A survey of postsecondary youth and adults in metropolitan St. Louis reveals that at least three-fourths of the persons over eighteen years old would like to continue learning. These individuals would like to learn a wide variety of subjects under varied conditions and at various times and places.

The St. Louis survey, when applied to the metropolitan population over eighteen years old may be interpreted to mean that some:

1. 600,000 would-be learners live in the area.
2. 170,000 current learners live in the area.
3. 210,000 would-be learners live in north and west county.
   210,000 would-be learners live in south and west county.
   180,000 would-be learners live in St. Louis City.
4. 350,000 would-be learners are female.
5. 150,000 would-be learners are non-white.
6. 320,000 would-be learners are full-time employed.
7. 260,000 would-be learners earn less than $10,000/year.
   200,000 would-be learners are over 45 years old.
9. 300,000 would-be learners have children.
10. 400,000 would-be learners are married.

The interpretations in the paragraph above are based on a random sample of about one million postsecondary youth and adults living in metropolitan St. Louis. The St. Louis area is richly blessed with many fine colleges, universities, community colleges, community schools, social and church organizations, and libraries -- all providing some postsecondary education opportunities. And many youth and adults in the area, have been, and/or are served by these institutions and organizations. Yet the St. Louis

study indicates that for every individual served (about 170,000 current), about 3.5 individuals (about 600,000 current) are not presently served. A would-be (potential) learner population of more than a half million youth and adults is worthy of consideration of educators and civic leaders.

This conference proposes to communicate the results of the Non Traditional Community College Project. The project, which was initiated in September, 1973, was essentially complete by June, 1974. The project has developed three publications:

1. Survey of Postsecondary Youth and Adult Learning
2. Survey of Educational Opportunities and Resources
3. Survey of Postsecondary Youth and Adult Learning: Ward 21

These publications and the data processing read-out (15,000 pages) are available for study by interested educators and researchers. The following individuals were directly responsible for the project:

1. Dr. Michael Rooney
   Survey of Postsecondary Youth and Adult Learning
2. Ms. Charlene Lofton
   Survey of Educational Opportunities and Resources
3. Mr. Virvus Jones
   Survey of Postsecondary Youth and Adult Learning: Ward 21
4. Dr. Walter E. Hunter
   Project Director

The conference will consist of a major presentation by Dr. John Valentine, Executive Associate, College Entrance Examination Board and presentations by the individuals responsible for the project activities. The conferees are invited to share experience in the area of serving non-traditional students through several discussion sessions on Friday afternoon. These sessions will be led by Dr. Peter Mergenovich, Ms. Betty Duvall, Ms. Sandy Richardson and Mr. Virvus Jones. Dr. Frank Gamelin, President of Higher Education Coordinating Council will summarize the conference.

NON-TRADITIONAL STUDY -- A PROMISE ON A ROCKY ROAD TO FULFILLMENT

Presentation by John A. Valentine
Executive Associate, College Entrance Examination Board, and former Executive Secretary, Commission on Non-Traditional Study. Invitational Conference sponsored by the Non-Traditional Community College Project, Forest Park Community College, November 14, 1974.

What are we talking about when we refer to non-traditional approaches to postsecondary education? The term "non-traditional" has certainly been used with increasing frequency in these last few years. Listening to what people say and reading what they write, however, you sense a variety of different meanings for the term, or at least different emphases. To some it seems to refer to non-traditional students, students who in some significant way are not like the students our colleges and universities have tended in the past to focus their attention on. The so-called "new students", whose test scores and high school grades place them in the bottom third; students whose backgrounds translate into low socio-economic indices; older students beyond and sometimes far beyond what we used to think of as the "college-going" age.

To others non-traditional refers to the goals of education, or to its content, or to the way in which the materials that convey its content are "packaged" or "delivered". Delivery systems incorporating the latest products or technology -- computers, videotape recorders, broadcasting satellites -- these take center stage in the minds of some.

To still others the focus is on institutional arrangements or the modification of existing institutions, the creation of new onces, and the bringing together of institutions, old and new, into effective working relationships.

But these new or modified arrangements and relationships require at almost every turn new or improved methods and techniques for planning, managing, financing, evaluating and communicating. Non-traditional solutions to problems or how to size up the market, how to recruit and counsel prospective learners, how to finance and charge for services rendered, how to assess, credit, and record student achievement, how to recruit and orient staff, how to guide student learning--these are not surprisingly the cutting edge of non-traditional study as far as those working on them are concerned.

My concept of non-traditional study is influenced by my association with the Commission on Non-Traditional Study. You might think this Commission, bearing the name it did, would have defined the term, so as to make perfectly clear, so to speak, what it was looking into. Actually, it never did. Some members felt it should and tried their hands at going about the task either logically, by first defining "traditional study", or inductively, by identifying and listing particular developments or practices, wuch as credit by examination, external degrees, time-shortened degrees, and various forms of flexible, individualized arrangements for learning. Most members, including the chairman, Samuel B. Gould, were not convinced that a rigorous definition in the usual sense was possible. This did not concern them over much because they seemed to share a common sense of the point or significance of the various educational developments and possibilities that people were working on or thinking about and calling for lack of a better term "non-traditional".

The point as they saw it was expanding the opportunities of people to learn and to gain recognition for the learning they were able to achieve or had already achieved. They recognized and appreciated the extraordinary progres toward full and equal educational opportunities that have been made in this country, progress beyond anything dreamed about in the past or achieved in other parts of the world. They were not about to condemn any institution, however traditional, that had participated and was still participating in this progress by making it possible for some people to learn and grow and go on to productive careers and lives. Most of them has benefitted from education provided by highly traditional colleges and universities.

But they also recognized and were concerned about the millions of Americans for whom existing educational arrangements are not appropriate not productive, not convenient, or totally out of reach. Although we have

come a long way, we have a long way still to go if we are to supplement the arrangements that work to the advantage of those who are in some sense the "in" group with arrangements that work to the advantage of those who are now "left out". In the Commission's opinion developing these supplementary arrangements is what non-traditional approaches are fundamentally about. Calling the supplementary arrangements "non-traditional" is more a matter of convenience than anything else.

It would be foolish to suggest that the motives of those engaged in developing and implementing non-traditional approaches are dominated by concern for serving people who are presently not served well or at all. We are all too human for that to be true, and there are just as many hypocrites, charlatans and spoilers in the non-traditional ranks as in the traditional ranks. It would be equally foolish to assume that alternative arrangements once initiated and created will do no more than supplement in a gentle, peaceful way well-established, traditional ways of doing things. They and their sponsors will be resented, scoffed at, spat upon and attacked; and in their turn they will needle, prod, push and threaten those who are loyal to the status quo. The advocates of change can be self-serving and short-sighted, and they can be more meddlesome and troublesome than wholesome in what they do and how they go about it. Nevertheless, it is hard to escape the realization that there are serious, responsible reasons for working to provide more accessible, convenient and effective ways for "left out" men and women to learn what they are motivated to learn and capable of learning, and to receive credits, certificates, diplomas and licenses if they in fact know as much and can perform as well as those who have earned such prizes by following traditional paths and procedures.

One reason is simply to enable more people to move on to larger, more satisfying lives. Another reason is to utilize more fully our available human resources. A powerful reason is to build a better informed citizenry, so that as a nation we can cope with and surmount the problems that press in from every side. Change at an even faster rate has become such a significant fact of life that what we knew and understood a generation ago does not suffice today, and what we manage to learn about the world around us today will be obsolete in another decade or so. The technological churnings that contribute to this accelerated rate of change contribute also to the

increasing complexity of institutions and their connections with and effects on one another. It is unsettling but possible that despite the sophisticated knowledge and know-how that has enabled man to invent and develop products, instruments and systems which vastly increase his power to order and control events, he is now incapable of understanding much less controlling the enormous web of economic, political and other inter-connections his inventions have unintentionally brought about. Even more ominous are the consequences of his technology in the natural environment of earth, air and water -- consequences which it appears he also does not fully comprehend.

Education that will serve to prepare the brightest and most creative members of coming generations to understand and to solve these man-instigated problems, and that will serve to communicate the understandings and solutions to other members -- this is the sort of education now needed, not just for a better life but for the survival of civilized life. As Peter Drucker has commented, education is probably managed no worse today than in the past -- in some respects we may well go about it better -- it is just that it is much more urgent now that we raise all our educational efforts to new levels of excellence.

It is somber considerations such as these, in addition to the frustrated hungers of many for learning that will make life more expansive, fruitful and enjoyable, that have given rise to the goal of a learning society. Robert Hutchins is credited with coining the phrase "learning society" -- he used it as the title of a book published in 1968. Members of the Commission on Non-Traditional Study referred repeatedly to the term as summing up the essential aim of all the efforts to establish new and more varied avenues to learning and its recognition. Among other groups that have advocated the creation of a learning society are the Carnegie Commission on Higher Education, the American Association for Higher Education, the International Commission on Educational Development of UNESCO, and the study group on Continuing Education and the Future.

Achieving a learning society is an enormous undertaking. It means achieving a new abundance and diversity of opportunities for people to learn what they most want to learn, regardless of their ages and circumstances. In a survey the Commission on Non-Traditional Study initiated of the learning interests and experiences of a sample of American adults from 18-60, excluding

full-time students, three quarters of them representing roughly 80 million and women expressed a desire to learn some specific subject or skill, but fewer than one-third, approximately 32 million, reported engaging at the time or recently in any sort of learning.

Forty-eight million frustrated would-be-learners -- the survey suggests that opportunities for this many people must be created if we are to achieve a learning society. Cost, time, the press of other obligations, lack of confidence -- these were among the reasons the individuals in the sample cited for not learning what they wished to learn.

Asked what they wanted to learn, where they preferred learning it, and whether they were concerned about credits or degrees, relatively small minorities of them checked topics commonly taught in colleges, colleges as preferred locations, and college credits or degrees as a concern. The population was so large, of course, over one hundred million people, that even a very small percentage represented several million men and women. Most popular were subjects related to vocations or careers, family life, personal development, and recreational activities. The survey results seemed to support the view that large numbers of people are ready to respond to opportunities for learning, if opportunities that correspond with their circumstances and interests become available.

The survey also confirmed that people turn to many kinds of institutions and agencies other than schools and colleges for the learning they seek -- to industry, labor unions, governmental agencies; to proprietory schools, correspondence schools, trade and vocational schools; to libraries, museums, the media. It is estimated that far more people are now learning in places or under auspices such as these than in colleges and universities, probably at least twice as many, and that the rate of growth in learners is faster outside of than it is inside of higher education.

If the non-traditional study movement and the vision of a learning society embrace the total spectrum of learning auspices and arrangements, the question arises as to where higher education will fit and should fit in the learning society. There are no clear and certain answers to this question. The Carnegie Commission on Higher Education ended up revising downward its earlier estimates of future enrollments in colleges and universities, on the basis of changes in circumstances and attitudes in the early 1970's from those that had prevailed through the booming 1960's. I suspect they made their revised estimates with

less confidence than their earlier estimates; forecasting of enrollments has simply become a more difficult exercise, fraught with more uncertain variables.

Movement toward the learning society will almost surely affect the numbers and the nature of students enrolling or wishing to enroll in colleges and universities. With opportunities for learning throughout ones lifetime, whether on a continuing or recurrent basis, more of a reality, many more high school graduates than at present will be likely to consider options open to them other than college, and many more college students will opt for stopping out and stopping in again. The number of part-time students, already greater than the number of full-time students enrolled in higher education, will surely increase this lead.

Prestigious universities and colleges may remain relatively unaffected; many community and vocational schools may well continue to experience an increase in enrollments. The fight for "college age" students among colleges and universities already experiencing a fall-off in enrollment will grow fierce, with forays into students at the senior and even the junior year of high school, and older adults will increasingly be sought as part-time students.

Non-traditional arrangements that will serve to attract and serve older, so called "experienced" learners are already in some state of consideration or implementation at many colleges that felt no need or desire to make such arrangements only a few short years ago. Self preservation and survival can effect remarkable transformations in the motives and attitudes of institutions just as they can in individuals. I can recall when interest seemed to spread like wildfire in external degrees based on examinations, such as those offered by the University of London for a hundred years and offered now in New York State, and in non-residential degree-granting institutions, such as the United Kingdom's Open University and New York's Empire State College, and the interest in many states and many institutions was based more than anything on the expectation or hope of spending less money. The assumption that non-traditional means cheaper turned out frequently to be false, at least in the short run. I suspect that some colleges and universities now setting their sights on older learners will find there is more of a price to be paid than they imagine. I have in mind in this case, however, a price that is as much in terms of psychological stress and strain as in terms of dollars. If there is any generalization that I feel can be made safely about all the institutions in recent years

that have ventured to modify well-established, habitual patterns of higher education, whether to meet the needs of traditional students in a different way or to meet the different needs and circumstances of non-traditional students, it is that there is a psychic toll.

This is not surprising when one considers how deeply rooted are the orthodox practices and formulas of higher education, and how high and wide their branches reach. Whether one regards the total plant as a flowering tree of unmatched beauty or as a nondescript sort of weed, the fact is it is firmly in place, and must be reckoned with.

What do I mean by the orthodoxies of higher education? You are as familiar with them as I am, but I have found I somehow see them more clearly if I try to understand how they grew from a little seed just about a hundred years ago.

The seed was the elective system, introduced by Charles William Eliot at Harvard in 1872. Up to that time colleges in this country were not at all like their counterparts today. They were very small for one thing, each with a dozen or so professors, including the president, and a small number of young male students, who moved through the same set curriculum, all at the same pace and all full-time, and moving in most cases toward careers as teachers, preachers, doctors or landowners. It was just the way it should be, in the eyes of almost all professors, and heaven defend any man bold and foolish enough to question any part of it.

But Eliot was such a man. He thought it made sense to permit one student to study this subject and another student to study that subject, according to their different interests and talents. What a simple, sensible idea! But what a welter of irrational practices it led to. First, the "course" had to be invented, as the magic mold into which any subject, heavy or light, long or short, could be poured and come out weighing the same as all other subjects. But not quite the same, however, because students were required to spend more time in class or in the laboratory in some courses than in other courses, and everybody knows that amount learned is always directly related to amount of time spent. So the "credit" was invented, as a device for adjusting the value of different courses.

Gradually there developed the notion of the "degree" as the prize one earned for accumulating a certain number of credits, although it was generally

accepted that something was wrong in the brew if the accumulation took less or more than four years. Also it wouldn't do to let students accumulate their credits on the basis of just any old courses -- that would turn college into a cafeteria, and goodness knows how many students would end up on an unbalanced diet. So "requirements" were introduced, frequently referred to as "major" requirements and "distribution" requirements. "Residency" became a particularly important requirement, although it acquired some rather strange meanings as time went by, with students considered to be in residence, for example, even though they were actually living miles away, or might even be travelling around the world!

Courses started out six months, or six menses, in length, and this was called, properly enough, a "semester". This length was tampered with by a few educators, however, too uncouth to be aware of the violence they were doing to the classical order to things. Fortunately the "hour" was more faithfully and universally honored; in actual time, of course, it was fifty minutes, but this clearly seemed to be at least an hour to most students.

Finally, the "grade" was invented, and then all the elements necessary for accounting, bookkeeping, planning, budgeting, managing, and in-fighting were present. Credit hours, grade points, honor points, FTE's, and you can fill in others -- altogether they constitute the orthodoxies of higher education. They did not exist more than one hundred years ago; they do not exist in many other parts of the world today; they exist and are entrenched in this country now, and they are not likely soon to go away.

To do them justice, they developed as workable responses to genuine problems. They have become the basis not only for planning, managing and conducting education, but for permitting many students to enter, leave, and move around conveniently in higher education.

They have very little to do with education and learning in any significant sense, however, and they are essentially blunt and superficial. However much they work to the advantage of many who need and seek learning and educational credentials, they also frustrate and restrict, for no good reason, a multitude of citizens.

I mentioned earlier the survey initiated by the Commission on Non-traditional Study of the learning interests and experiences of a national sample of adult Americans between the ages of 18 and 60. (A full account of this study is included in a book, Planning Nontraditional Study, An Analysis of the Issues, by K. Patricia Cross, John R. Valley and Associates; the publisher is Jossey-Bass). Pat Cross reported recently on an analysis

she had made of the obstacles that people in the sample seemed to feel stood in the way of their further learning. She suggested that these could be categorized roughly as situational barriers, dispositional barriers, and institutional barriers.

Situational barriers -- obstacles arising out of a person's life circumstances at a particular time -- loomed large for many respondents. Job responsibilities and home responsibilities sharply limited the total time available and also specific times of day and week available for study. This was particularly true of men between the ages of 30 and 55, and of women between the ages of 30 and 45. Lack of transportation, of a place to study, and of child care facilities were each cited as a serious problem by some respondents, but lack of time was obviously a situational problem shared by a great many men and women.

Dr. Cross defined dispositional barriers as attitudes that seemed to preclude further learning. Seventeen percent of all respondents, for example, checked as applying to them an item which read "afraid I am too old to begin learning," and over 40 percent of the respondents over age 55 checked this item. Dr. Cross wondered if these percentages would have been smaller, and less appalling, if the item had read "I am too old to continue learning," but even so it is sad that many citizens apparent learning is no longer an ingredient in their lives.

Other attitudinal items checked, in no case by more than 12 percent of respondents, were in descending order: "not confident of my ability," "not enough energy", "don't enjoy studying", "tired of school", "don't know what to learn", "hesitate to seem too ambitious", and "friends of family don't like the idea". Dispositional barriers are clearly present for some adults, but Dr. Cross concluded that the problem of interesting people in formal learning is not the major problem. "If the price and the program are right, the attitude is quite positive."

But what the price? Dr. Cross was frank to admit she had trouble fitting responses to items about money into her classification scheme. The expense of education was clearly an important barrier -- it was checked by more respondents than any other barrier and more than half of all respondents perceived it to be a major barrier. But is it a situational barrier? She felt it was for men, since the survey revealed logically enough that cost

posed more problems for younger men, for men with lower paid jobs, and for men with less education. For at least some women, however, cost seemed to be more of a "perceived" problem and therefore dispositional in nature. Women college graduates were found to be almost as troubled by cost as women high school graduates, for example, and half of the women college graduates indicated that cost was an important barrier, whereas only one-fourth of the male college graduates did so. "Despite all of the talk about women's liberation," reported Dr. Cross, "it looks as though women do not feel as free to spend money on their own education as men do."

But a strong case can be made for cost as an institutional barrier also, which Dr. Cross defined as "institutional procedures or practices that prevent or discourage adults from learning". According to Dr. Cross, most institutions expect their adult programs to be self-supporting; more than one-third have no financial aid of any type available for part-time students; only one fourth have financial aid offices open evenings or weekends. Discrimination against adult and part-time students is not practices only by colleges and universities, however. She cited the discrimination reported by recent study groups in federal and state aid programs, social security survivor benefits, and income tax requirements. She applauded the conclusion of the ACE Committee on the Financing of Higher Education for Adult Students that a totally new conceptual framework is needed that eliminates distinctions between "regular" and "adult" students.

She recognized the cost barriers as ones that institutions as well as adult students will continue to have difficulties with until such proposed arrangements as educational leaves of absence for employees and national endowments to subsidize two years of postsecondary education become realities.

There are other institutional barriers that colleges can themselves do more to remove, however. They can put part-time study on a more equal footing with full-time study, and do their share in breaking down prevailing stereotypes of full-time study as somehow more respectable than part-time study. They can help make information more readily available to adults. They can bring schedules, places, requirements, content, methods, purposes, and philosophies more in line with the circumstances and attitudes of adults.

I said earlier that the Commission on Non-traditional Study never did

define what non-traditional study is. Sam Gould, as chairman, did describe the attitude he sensed many shared who were involved in efforts to bring about arrangements that they or others considered to be non-traditional. It is an attitude he suggested "that puts the student first and the institution second, concentrates more on the former's need that the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription and deemphasizes time, space, and even course requirements in favor of competence, and, where applicable, performance."

"It puts the student first and the institution second." For institution you can read "the university", or "the professor", or "the profession". Professions, whether the teaching profession, nursing profession, or whatever, seem particularly prone to putting their special interests ahead of all other interests. John W. Gardner's words come to mind: "professions are subject to the same deadening forces that afflict all human institutions; an attachment to time-honored ways, reverence for established procedures, a preoccupation with one's vested interests, and an excessively narrow definition of what is relevant and important" (from No Easy Victories).

Putting the student first can result in arrangements of time and place and procedures that are more convenient to him, even though they may be more convenient for the professor, the registrar, the bursar, the bookstore manager.

But there is not much gain in arranging a convenient time and place for students to assemble if nothing much by way of learning then transpires. Putting the student first in the teaching/learning process means moving the spotlight away from the teacher and what he does and onto the student and what he learns. This can be unsettling for both the teacher and the student -- for the teacher because the experience of being in the dark may bring realization of how much he has been in the dark all along about the actual effects on learning of even his most ego-inflating performances. It is painful to make the switch from the regretful observation "I taught them but they did not learn" to the rueful acknowledgement "they did not learn so I must not have taught them."

Experiencing a spotlight on them will be unsettling to many students because they are unaccustomed to so much attention.

I was once a college teacher for about ten years, and I suppose it was inevitable once swept into the brave new world of non-traditional study and the learning society that I would ask myself if I had put my students first. My answer to start with was that I had clearly attended much more to the students who gravitated toward me and my subject, the ones who decided to

"major" in my department and who sometimes went on to graduate school, than to the ones who really didn't dig my courses or me very much, if at all, despite the skill some of them demonstrated in making with the alert-looking and interested-looking eyes while their minds went walking about into paths of their own choosing.

I have an idea that the teaching/learning process would pretty much take care of itself if there were a natural, spontaneous affinity of interest and talent between all students and their professors. If this situation existed, I would think it reasonable that professors be roped off, as they tend to be, from any exposure to more than a grade school knowledge of principles and techniques for understanding, guiding and assessing student learning. When teachers and students have interests, motives and basic abilities in common, just giving them a chance to get together is sometimes all that is needed to foster learning.

But this optional situation probably exists for only a small percentage of students in college today, and will probably hold for only a small percentage of the various kinds of "new" students our colleges and universities are hoping to attract in greater numbers.

It is to deal with students who are not like them that professors need to develop sophisticated knowledge of and skill in methods for facilitating learning, which should not be confused with "teaching" methods as these are usually perceived.

The Commission on Non-traditional Study recommended "that faculty understandings and commitments be reoriented and redirected, particularly through in-service development, so that knowledge and use of non-traditional forms and materials will increase."

One of my efforts to respond to this recommendation has been the development of an intensive four-day course on the Guidance and Assessment of Non-traditional Learning now offered as part of the ETS Programs of Continuing Education for Educators. My special interest these days is helping to acquaint faculty members with methods for individualizing learning, for making productive use of all available learning resources, and for assessing so-called "experiential" or out-of-classroom learning.

So that's my interest, and yet here I have stood just talking at you

in the most traditional manner. What have I aided each of you to learn, if anything that is useful to you?

-that non-traditional approaches refer to a vast, sprawling family of programs, projects, plans, activities, and ways of thinking;

-that binding many of these together is a shared sense of need to help more people le arn what they want to learn and are capable of learning, and to help them accomplish through the learning they achieve the goals and satisfactions they aspire to:

-that the "sense" of need is responsive not only to the frustrations that many people in our society experience, but also to the concerns that our society itself may decline and founder if patterns of productive, lifetime learning for just about everyone are not established;

-that resistance to the implementation of non-traditional approaches is to be expected and will make the tasks and lives of those engaged in them painful as well as difficult;

-that there is no assurance there will be a learning society in any full sense, but there are forces at work in that direction, as well as opposing forces, and the outcome will depend on how much of a commitment each of us makes to one side of the fence of the other.

Assessment of Postsecondary Youth and Adult Learning in Metropolitan St. Louis, Missouri

Michael Rooney

The first phase of the St. Louis Non-Traditional Community College Project was designed to answer ten questions for St. Louis educators:

1. How many postsecondary youth and adults can be classified as would-be learners?
2. What are the learning interests (areas, subjects) of would-be learners?
3. What are the characteristics (age, sex, marital, economics, education) of would-be learners?
4. Where do the would-be learners live?
5. What are the obstacles which prevent would-be learners from pursuing their learning interests?
6. What degrees, certificates and/or recognition is desired by would-be learners for educational achievement?
7. What learning mode, pace, place, time and frequency patterns are best with respect to overcoming the barriers which impede would-be learners from pursuing their learning needs?
8. What reasons are expressed by would-be learners for wanting to pursue a learning interest (subject, programs)?
9. What tuition or fees would the would-be learners be willing to pay for instruction?
10. How and to what extent are adults presently using educational resources in the community (library, schools)?

In order to answer these questions a team of researchers was organized and charged with the responsibility of designing and carrying out a study during fiscal 1973-74. The team examined the instrument and research design utilized by the Commission on Non-Traditional Study and decided to approximately replicate the Commission's national study for metropolitan St. Louis area. For the purposes of the St. Louis study, the adult population was defined as the population of registered voters in St. Louis City and St. Louis

County, Missouri. A geographically stratified random sample was identified by name and address from the 1973 voter registration rolls. Educational Testing Service granted permission for the NTCCP to use a modified version of the "Survey of Adult Learning". This is the same survey as was used by the Commission on Non-Traditional Study in 1972. Thus, the research design was strengthened by three things:

Number 1. A random sample of the adult population.

Number 2. A validated survey instrument.

Number 3. Comparative data from the Commission's study.

The survey was initiated in November 1973 with the following steps:

1. A letter was mailed to all addresses identified by the random sample. This letter was signed by the President of the Junior College District. The letter stated the purpose of the survey and indicated that an interviewer would contact the addressee for the purpose of the study.
2. Interviewers were trained and assigned names and addresses by area. Interviewers telephoned the addressee for an appointment to carry out the interview.
3. In cases where the interviewers were unable to complete an interview, alternate data gathering techniques were used. These techniques included mail-and-return as well as telephone interviewing. A complete record was maintained on each individual identified by the random sample.
4. The completed surveyed sample of the population of would-be learners was described as (a) responded by interview, (b) responded by mail, (c) responded by telephone, (d) refused to respond, (e) not available to respond (moved, deceased).

The survey was essentially complete by mid-December, 1973, and the processing of the data was initiated on the 19th of December. Data Processing did reveal certain weaknesses in the collected data base. These weaknesses will be discussed at length a bit later in the presentation by Virvus Jones. They were at least partly corrected by gathering more information where gaps existed and by statistically weighting the samples to compensate for under-represented segments of the population. In order to ascertain weaknesses within the collected data, the respondent sample was compared to the 1970 census information for the metropolitan St. Louis area.

Assessment of Postsecondary Youth and Adult Learning

Walter E. Hunter

Summary of Findings

Table I is used to record selected summary statistics for the assessment component of the Non-Traditional Community College Project. These data confirm that the population of would-be learners in metropolitan St. Louis, Missouri is very large. Extrapolation to the greater St. Louis population of approximately one million youth (over 18) and adults leads the researchers to conclude that more than 600,000 (77%) postsecondary would-be learners live in the Junior College District service area. The researchers may also conclude that about half of these potential learners desire to continue their education in rather traditional ways . . . in classes, on-campus, and in the evenings, and about half of these potential learners desire to continue their education in non-traditional ways . . . off-campus, various times, on-the-job, in conferences and in learning centers.

Both U. S. Census data and the Survey of Adult Learning support the fact that about 170,000 (17%) youth and adults in the metropolitan area are presently engaged in learning on a full time or part time basis. Currently enrolled learners are usually under 25 years old. Among the current learners the percentage of non-white (25%) and persons living in the city (26%) is larger than the percentage of current learners living in the county . . . N&W (16%) and S&W (9%).

The percentage of would-be learners varies some between the subsamples. If the currently enrolled learners can be subtracted from the would-be learners these percentages of potential learners would vary as follows:

Not Enrolled Would-be Learners

Residence		Occupation		Age		Education	
JCD	60	Unskilled	45	Under 25	49	HS/Less	64
N&W County	62	Skilled	65	Betw .25-45	69	Some Coll.	53
S&W County	72	Business	66	Over 45	64	Coll.Grad.	70
City	56	Professional	71				
		Housewife	74				
Employment		Marital		Sex		Race	
Full Time	69	Married	71	Male	58	White	72
Part Time	46	Not Married	45	Female	67	Non-White	29

Based on the data derived by subtraction, the researchers conclude that certain subsamples may be considered as relatively fertile ground for marketing postsecondary education.

The following comparisons may be made with respect to the identified subsamples:

1. Residence

A higher percentage of not enrolled would-be learners live in south and west county (72%) compared to the city (56%). Small differences exist between residence subsamples with respect to learning ways, places, times or use of counseling and learning centers.

Reasons for learning among city dwellers is more likely to be job related (58%) and degree oriented (65%).

Time is more likely to be reported as an obstacle to continued learning by south and west county residents.

A greater proportion of the city subsample (26%) report that they are currently enrolled in postsecondary education.

2. Sex

More females (67%) apparently can be considered as not enrolled would-be learners than males (58%). Males and females appear not to differ significantly with respect to learning ways, places for learning, reasons for learning, current enrollment or use of counseling and learning centers. Would-be male (62%) learners state a preference for evenings as a time for continued learning compared to females (45%).

Females (45%) indicate that costs of education serve as a barrier to continued learning more frequently than males (31%).

3. Race

The members of the white subsample are more likely to be considered as would-be learners (72%). However, members of the non-white subsample are more likely to be currently enrolled in postsecondary education (25%). Non-whites frequently cite job related reasons (70%) for continued learning, and white indicate that the acquisition of information (94%) is an important reason for continued learning. Whites are more likely to consider time (45%) as an obstacle to learning compared to non-whites.

4. Age

The percentage of would-be learners who are not now enrolled is larger for the older subsamples (69% and 64% respectively).

Younger would-be learners more frequently select mainstream places, daytimes, and degree seeking reasons compared to older would-be learners. Age apparently is not a factor with respect to preferred ways of learning or use of counseling and learning centers

Cost of education (61%) is a significant barrier for members of the younger subsample.

5. Marital Status

A larger proportion of the married subsample may be considered as would-be learners (71%) who are not presently enrolled. The marital subsamples do not greatly differ with respect to ways, places, times, reasons, obstacles and use of counseling and learning centers.

6. Employment and Occupation

Unskilled workers are less likely to consider themselves as would-be learners (45%) compared to the other four occupational categories. Part-time workers (36%) are more likely to be currently enrolled learners compared to full-time workers (13%). Professionals and full-time workers frequently cite time (59% & 51%) as an obstacle and would prefer to continue learning in the evening (66% & 64%). Employment and occupational subsamples do not greatly differ with respect to ways, places and use of counseling and learning centers.

7. Education

Few significant differences exist between the education subsamples with respect to ways, places, times, reasons, obstacles and use of centers. The members of the college subsample are more likely to be enrolled (32%) and are more likely to select a mainstream (traditional college) place for learning.

The summary statements above have tended to identify the differences and similarities between and among subsamples. The researchers relate that the interest in continued learning among youth and adults in metropolitan St. Louis is great.

If postsecondary institutions are willing to accept the task of providing education for the unserved "would-be learners," a new level of cooperati on be needed. The researchers conclude that no one institution has the capability of meeting the needs identified . . . perhaps the hundred or more institutions can partly meet the educational needs of the 600,000 would-be learners.

TABLE I

Summary Statistics (Percentages)

	Residence				Sex		Race		Age 25-	44	45	Marital		Employment			Occupation					Education		
	JCD	NW	SW	Cty	M	F	W	NW	25	44	45	M	NM	FT	PT	NE	UN	SK	BU	PR	HW	HS	CO	GR
Sample Char.	100	33	32	34	42	58	76	24	15	49	36	69	31	46	17	37	5	20	30	23	23	57	21	22
Wld-be Lrnrs	77	78	81	72	76	82	83	68	93	85	69	82	82	82	82	73	54	81	84	88	79	75	85	87
Lrng. Ways:																								
Classes	37	41	38	30	35	39	38	32	33	36	40	38	34	37	35	37	20	33	39	43	40	36	36	39
Conf.	16	14	18	16	18	16	16	14	15	16	17	16	18	17	21	13	20	18	13	21	15	14	14	22
On-Job	15	16	12	12	14	18	15	20	20	18	9	16	15	14	17	16	20	17	13	13	13	18	17	10
Other	29	28	28	32	28	30	29	28	31	29	30	30	29	32	28	30	40	31	32	25	28	31	29	28
Lrng. Places:																								
M-Stream	50	46	51	49	52	47	49	47	64	49	29	47	54	49	48	45	49	50	49	50	44	45	55	51
Peripheral	50	54	48	51	48	52	50	53	36	51	70	52	44	50	51	55	50	50	50	55	55	55	45	49
Lrng. Times:																								
Evenings	50	48	59	43	62	45	55	34	38	48	56	52	48	64	34	34	40	42	57	66	36	45	45	35
Other	50	50	40	57	38	55	45	64	61	52	44	47	51	36	66	66	60	58	42	34	64	55	54	65
Resns/Lrng:																								
Job	45	44	35	58	47	42	40	70	59	50	31	31	55	48	56	35	62	62	49	36	26	53	46	34
Infor.	92	92	95	84	89	94	94	76	95	90	93	91	92	90	88	95	87	90	92	91	95	91	91	93
Degree	47	46	37	65	46	48			70	55	24	39	66	47	63	40	31	62	49	43	32	48	61	35
Pers.Prob.	30	26	31	37	28	32	23	38	28	29	34	27	39	27	32	34	27	42	28	24	30	35	29	24
Obsts/Lrng.:																								
Costs	38	38	39	36	31	45	40	38	61	45	24	38	42	34	48	42	27	47	43	30	48	41	44	30
Time	37	34	52	24	41	37	45	14	42	39	37	42	31	51	29	23	24	39	41	59	31	29	38	60
Full Time	25	26	31	15	23	27	29	10	22	29	22	28	20	29	21	22	24	28	29	27	33	27	22	25
Respon.																								
Lack Info.	10	10	11	9	11	10	11	8	17	10	8	11	10	10	14	9	6	14	8	12	11	11	7	12
Pay:																								
Nothing	12	7	9	20	10	12	10	19	12	8	15	10	14	7	13	19	25	9	11	6	14	16	8	4
Up to $50	38	38	45	29	29	44	42	20	25	38	45	44	25	37	29	44	35	28	41	38	56	40	34	38
More/$50	48	55	45	50	61	43	48	58	62	53	40	46	61	55	56	36	40	61	48	56	30	44	57	58
Enrolled:																								
F-Time	9	8	3	17	9	9	5	24	42	6	1	3	22	4	29	8	6	5	10	7	1	6	22	6
P-Time	8	8	6	9	9	6	7	11	12	10	4	6	10	9	7	4	3	11	8	11	4	5	10	11
Not-Enrld.	83	84	91	74	82	85	88	65	46	84	95	90	67	87	64	87	90	84	81	81	95	88	68	83
Centers:																								
Infor.	27	22	28	31	27	29	26	36	43	33	15	26	31	31	34	20	18	34	33	25	20	26	34	20
Counseling	28	30	23	31	27	30	26	36	46	28	18	25	32	29	41	22	27	37	31	38	23	28	40	23
Learning	51	50	50	54	45	59	51	59	64	58	42	51	59	55	55	49	54	62	58	47	52	56	55	43

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Assessment of Postsecondary Youth and Adult Learning

Walter E. Hunter

Conclusions and Recommendations

Introduction

Faced with the on-rush of everyday problems, student schedules, enrollment, faculty involvement, affirmative action, budgeting, statewide planning, governance and so on . . . postsecondary institutions find it difficult to consider, let alone initiate, radical changes in operations. Yet change is needed if postsecondary institutions are to meet the needs of the many non-traditional would-be learners in the metropolitan St. Louis, Missouri area. The information collected by the researchers, working with the non-traditional community college project, clearly indicate that thousands of potential clients for postsecondary education live in and near St. Louis, Missouri. These would-be learners should be considered, in marketing terms, as potential clients. But like most potential clients these would-be learners are usually reluctant to initiate contact with an institution. This reluctance is often based on incorrect or inadequate information regarding educational services offered by postsecondary institutions.

Equal Access

If the educational services provided by postsecondary institutions are to be equally available for traditional and non-traditional learners alike, these services must be: (1) as comprehensive as possible, and (2) as flexible as possible. These two characteristics result from two basic hypotheses which seem to be supported both by experience and by the research described in this publication.

1. As postsecondary educational services become more comprehensive in nature the number of clients served increases.

2. As postsecondary educational services become more flexible in nature the number of clients served increases.

The researchers realize that the above characteristics (or hypotheses) do not constitute a startling outcome, rather, these characteristics are directly related to the basic decisions educators have been required to make each academic year. If a single institution attempts to do nearly everything for nearly everyone, it will end up spreading the resources so thin that it

is able to do very little for very few. The researchers conclude that both comprehensiveness and flexibility goals cannot be attained by a single institution.

However, metropolitan St. Louis, Missouri is richly blessed with many postsecondary institutions . . . schools, community colleges, colleges and universities. These organizations, in total, most likely possess the capability of providing the comprehensive postsecondary educational programs required by would-be learners in the area. For example, at this time:

1. Schools and community colleges provide vocational education, hobbies and recreational education, general education, home and family education and personal development education.

2. Community colleges and colleges provide academic education in a wide spectrum of subjects and levels.

3. Colleges and universities provide professional education in many areas . . . engineering, medicine, social work, teaching, sciences, law, dentistry and so on.

Thus, the researchers conclude that comprehensiveness of programing is not presently a problem which must be overcome in order to deliver educational services to the would-be learners identified by this research.

Equal access to postsecondary educational programs for non-traditional would-be learners does, however, present a significant problem. This research indicates that access to postsecondary education is not equally available to persons of different social-economic backgrounds. Nor is access equal for persons with differing personalities. Obstacles of cost, time, travel, information, responsibilities, scheduling, red tape, grades, failure, etc., present barriers in a differential manner to would-be learners. In order to equate access to educational opportunity, educators must find ways to lower the obstacles to educational opportunity, as much as possible by increasing the flexibility of the delivery of educational services.

Recommendations

The recommendations which follow are based on the research findings that conclude that several hundred thousand would-be learners now live in metropolitan St. Louis, Missouri. The researchers recommend:

1. That the Junior College District encourage the schools and colleges in metropolitan St. Louis, Missouri to develop

programs which provide comprehensive and flexible learning opportunities for postsecondary non-traditional learners. Such programs should be developed so as to lower the effect of the barriers which impede continued learning for non-traditional would-be learners.

2. That the Junior College District initiate a cooperative marketing approach to postsecondary educational opportunities. This approach requires cooperation between and among postsecondary institutions with respect to courses and programs available. The approach also requires referrals and cooperative enrollment of students in courses and programs.

3. That the Junior College District develop at least three Counseling and Learning Centers. These centers would be located in high traffic shopping centers. They would be staffed by counselors and advisors from the three colleges. Counseling and Learning Centers would provide the following services:

    a. Information about postsecondary education available in metropolitan St. Louis.

    b. Educational counseling and guidance.

    c. Registration for on-campus courses and programs (both JCD colleges and other cooperating colleges and schools.)

    d. Off-campus instruction to include off-campus classroom instruction, self-directed learning, amplified telephone, packaged learning, workshops, etc., (instruction originating from the three community colleges and other cooperating schools, colleges and universities).

    e. Testing to include placement tests, competency evaluation, diagnostic tests, College Level Examinations (CLEP) and so on.

4. That the Junior College District allocate the funds necessary to initiate and maintain the marketing approach to postsecondary education. And, at the same time, vigorously seek foundation support to underwrite the expansion of the marketing effort to include the many schools, colleges and universities in a cooperative metropolitan St. Louis effort to make postsecondary education equally available to all youth and adults.

5. That the Junior College District continue research related to postsecondary youth and adult learning and that the results of this research be used to improve the delivery of educational services in metropolitan St. Louis, Missouri.

Educational Opportunities and Resources

Charlene Lofton

The Educational Opportunities and Learning Resources Survey was designed to accomplish several purposes:

1. To determine the kinds of programs and learning experiences available to postsecondary learners in the St. Louis Metropolitan area,
2. To superficially assess the total community potential in respect to providing educational learning experiences and ---
3. Provide a catalogue or a directory of existing postsecondary programs and opportunities which could hopefully facilitate the referral process. A process which we consider to be most important if unsatisfied postsecondary needs are to be met.

The first job that confronted us was to create or take an inventory of agencies and institutions in the area. As suggested by the commission on Non-Traditional study, which was supported by the Carnegie Commission and to which we agree wholeheartedly. If the postsecondary needs as identified by Dr. Rooney are to be satisfied, it will eventually require the input and energy of all segments of our community. In conducting our inventory we identified twelve (12) major segments of the community that either provide some type of learning experience or would have the capability of doing so:

1. Naturally the colleges and universities
2. The Public School districts
3. The Parochial Schools
4. The Proprietary Schools
5. The Industrial community
6. Governmental agencies (local, state and federal)
7. Civic agencies
8. Cultural agencies
9. Hospitals
10. Community agencies and centers
11. Correspondence schools
12. Churches

The next step was to isolate each segment and attempt to identify each individual agency or institution within that particular segment. This, in itself was no small task. For example --

-- The Labor community is composed of over 100 labor unions

-- We have over 200 governmental agencies in the area

-- Approximately 700 industries in the metropolitan area

-- Over 30 colleges and universities, and so on --

In conducting our inventory we identified over 1,700 agencies and institutions in the area which we felt could possibly serve in varying capacities as an educational resource.

So that we could differentiate between those institutions having educational potential and those currently providing some type of learning experience, we designed and implemented a postcard survey. The postcard was mailed to all the agencies we identified excepting those who we knew offered educational experiences, such as the colleges and universities. The postcard simply asked if the agency served in any way as an educational resource. (Did it in fact offer a lecture series, inservice programs, tours, academic courses, seminars, etc.)

After pinpointing those agencies that did respond and that did indicate that they offered some type of learning experience, we then prepared to extract characteristic data on their specific programs.

A questionnaire was developed with the assistance of the Educational Testing Service which consisted of thirty-three (33) questions and mailed to all of those agencies that responded to the postcard survey as well as to the Colleges and Universities, the Public School Districts, the Parochial and Proprietary Schools. The questionnaire covered such areas as:

-- What types of learning experiences were offered (lectures, seminars, on the job training, discussion groups, etc.)?

-- Were these offerings for credit - non-credit?

-- What were the costs?

-- What particular areas of learning were offered (some 48 different areas suggested)?

-- Were there specific meeting times for the experiences or classes?

-- Where were the experiences located (on site/home/community based center/high school), etc.?

-- Were there age requirements?

-- Were there academic requirements?

-- What kinds of supportive services were provided?

The information obtained from these questionnaires were compiled and put in booklet format.

Although it would be very difficult to make comparisons between the various segments because of the diversity of programs and offerings we were able to make some general observations.

By the way, our greatest percentage of response came from --

1. The Public School Districts, followed by --
2. The Colleges and Universities
3. Proprietary Schools
4. Community Centers
5. Cultural Agencies

Our lowest percentage rate of response came from the Industrial Community. Some of the general observations made as a result of this survey were:

1. Those resources that offered the greatest variety of areas of learning or course offerings were indeed your college and universities. However, many of these offerings were only available on site at the campus, most set some type of academic requirements and most had specific enrollment and meeting dates. Costs were higher.

   At the same time we found a number of colleges and universities offering fairly sophisticated and community directed Adult Continuing Education programs that tended to negate some of the traditional trappings of the Colleges and Universities (oddly enough however, we found that usually we would have to send two questionnaires to a college or university, one addressed specifically to the Continuing Education Division, to obtain information on both types of offerings.)
2. The Proprietary schools, through nature of their design of providing offerings in specialized areas, paralleled the Colleges and Universities quite closely in regard to offering their experiences for the most part on site at their agency, setting definite times for enrollment, meeting and completion of courses, and they tended to check the last column of the cost category of $200 or more.

3. The Public School Districts Cultural Groups (such as the libraries) and Community Centers, tended to offer more personal enrichment kinds of classes and experiences. Their accessibility is higher because many of their learning experiences are offered through their local and neighborhood schools, neighborhood branches and community centers. We also found that many of the community centers provided in the way of supportive services, transportation to and from their centers for neighborhood residents. However, as I pointed out before most of their course offerings and experiences do tend to fall into the categories of personal enrichment and non-credit.

4. Learning experiences and educational opportunities in the governmental agencies as well as in the industry for the most part are restricted to in-service job related activities. Although a few of them do offer educational assistance programs which would make some type of monetary contribution for an employee to attend a local college or university.

Our overall conclusions of the Educational Opportunities and Learning Resources Survey are that

-- Realistically speaking, many of the opportunities and learning experiences available to postsecondary learners are characterized by such traditional boundaries as time, costs, isolated locations, formal schedules for registration and classes, attendance requirements, etc..

-- At the same time, however, we are encouraged that many of the traditional sources of educational experiences and programs (the colleges, the universities) are beginning to expand their programs in an attempt to meet the needs of the non-traditional learner at his convenience, and if necessary and possible on his terms.

-- We are also encouraged by the fact that agencies and institutions that have not historically been considered to be educational resources are now beginning to realize their value in providing services that would meet some of the needs of the non-traditional learner. We hope that this trend will accelerate because we feel that there needs to be

a combined effort of the total community in providing as many varied and diverse facilities and programs and services as possible.

MARKETING HIGHER EDUCATION

Eugene H. Fram

Problems faced by higher education in the last several years have led some educators to conclude that a business-minded approach to education has merit. In other words, institutions of higher learning may look toward business for help in finding solutions to some of their problems. Terms such as cost-benefit analysis, management by objectives, and systems analysis are now included in the language of college and university administrators. It is becoming clear that problems faced by business organizations are not much different from those faced by any human organization, although organizational outputs may be different.

Business approaches in use by colleges and universities have largely been drawn from the financial practices of the business community, but another business function - marketing - has recently been identified as an area in which a business approach might benefit higher education. In fact, marketing principles may be of greater value than financial principles in solving educational problems. In the business sector, the job of the marketing function is to help the organization focus on the needs and wants of current and potential customers. If marketing approaches are applied to institutions of higher learning, they can similarly help the college or university focus on its "customers" - students, alumni, donors, and governmental agencies. For example, one writer has concluded that a faculty member is really trying to sell an idea when he submits a research proposal.[1]

The aim of this paper is to take pragmatic steps (1) to show that the decision variables and histories of both fields are similar; (2) to describe the marketing philosophy which some businesses have used to solve their problems and to maintain growth; and (3) to provide guidelines which educators can use to benefit from the business experience.

Those who make decisions in business and education are confronted with controllable and uncontrollable variables.[2] Uncontrollable variables, obviously, are those which the person making a decision must assess but which he can not directly control - such things as culture, the general economic environment, and social trends. These affect the future and the well-being

of both the educational institution and the business organization.

On the other hand, there are four variables clearly within the decision-making power of those in higher education and in the commercial world: (1) The curriculum or service of an educational institution corresponds to the product or service of a business. What shall it be and to whom should it be offered? (2) The location of services - on-campus, off-campus, for example, or by TV - corresponds to business decisions about distribution of goods, and the movement and storage of them. (3) Communication with students, prospective students, alumni, donors, and the general community may be likened to promotional practices in business. (4) Tuition levels which will enable schools to serve the greatest number of students in a financially efficient manner may be compared to prices.

Institutions of higher education and business organizations have faced similar problems in the past because of a failure to respond to customer demand. Glenny reports that from the 1830s to the 1850s college enrollment dropped because the Latin and Greek classical education provided did not seem relevant to the times.[3] As a result, land grant agricultural and mechanical arts colleges were developed. In a similar fashion, traditional retailers were slow to respond to changes in marketing needs after World War II, and the discount store approach took hold and has continued to flourish. On the other hand, the concept of Xerography was very difficult to market initially. In essence, history has indicated that both the institution of higher learning and the business organization can suffer by being unresponsive to current needs, and great effort may be required to achieve success with a new concept.

In the 1950s, business competition began to heighten as wartime production capacity was redirected to the manufacture of civilian goods. The marketing community developed a philosophy or approach that is commonly called the marketing concept, which calls upon business to gear itself first to assessing customer needs and wants and then to manufacturing goods (or providing services) to meet these needs and wants. (In contrast, product philosophy begins with a manufactured product thought to have a good chance of sales success, and then the sales department is given the responsibility for planning and implementing the necessary promotional effort. The product may be successful, if it happens to meet a need.) The marketing concept demands that that company policies be built on a base of customer needs and wants, while

the product concept focuses on sale of a given product. Although the difference may seem semantic, the operational consequences can be substantial. The difference is that the marketing concept calls for serious "research" of the market prior to introduction, while the product concept calls for continual attempted selling of developed products, some of which may not have a market. Historically the 1830-1850 situation discussed by Glenny provides a good example of this in higher education. Colleges and universities were attempting to sell classical education, while the market wanted a more applied curriculum. Are many schools today using a product approach when in reality they should be using a marketing approach?

Kotler and Dubois summarize the situation with the following analysis: "Rather than adjust to current student desires, they (one class of universities) prefer to sell it (education) as a product that consumers should want. They resort to a classic persuasion strategy, which is to change the consumers' attitudes rather than the product . . . The other class of universities have, along with the students, some misgivings about their product and above all see the necessity of it being seen as desirable in terms of the 'purchaser's' standards. So they venture to find what students and the society-at-large want, and then attempt to reshape their product into one that meets market desires."[4]

General Electric, in the industrial world, is credited with being the first company to formally adopt a marketing viewpoint (in 1952) as corporate policy, and the electric can opener and electric knife are successful products which were developed from its utilization. Today it would be difficult to find a business organization which would not openly subscribe to the viewpoint, but putting the state of mind into operation is hard. Many firms in reality still work on a product philosophy, and as a result the rate of new product failure remains high.

Most of the problems businessmen have experienced in implementing the marketing concept center around getting the basic marketing assessments. In all types of profit and nonprofit, human-oriented activities, projection of the future environment is difficult. It comes down to the old problem that there is often a difference between what customers say they will do and what they actually do. In fact, customers often are not aware of their own needs and wants, and to listen to "surface" statement can lead to disaster. These

difficulties are often paralleled in higher education. One college, as an example, made a serious error when they accepted student statements as guidelines for dormitory room size. The students indicated, on the surface, they wanted large lounge areas at the expense of room size. After the building was completed it was discovered the lounges weren't used very much, and the small rooms were causing many morale problems. A marketing approach to this question would have called for a more sophisticated analysis of student living styles.

Compounding assessment difficulties are the uncontrollable variables, such as the economic climate. The recent economic recession has changed many views on what a higher education can and should do for a student. Despite all the difficulties described above, a substantial number of business organizations have successfully utilized the marketing approach and have continually attempted to probe the market in order to better serve their customers. The marketing man does this with the realization that "nothing happens until a sale is made." And sales depend upon customers perceiving value in what is being sold. Similarly, the institution for higher education must offer something of value to students, donors and others in order to survive. For example, auxiliary services beyond education may be important to students. Some schools have recently established day care centers (as a service device) so that mothers can attend class. This has been a radical departure for schools.

Although difficult, the assessment problem encountered by the marketing fraternity has been amenable to partial solution through various types of research plus some "simple-minded fact-finding." Marketing men have borrowed heavily from the academic disciplines; and consequently the academic community, in its turn, has a wealth of approaches to utilize in solving its assessment problems with familiar tools. In business, the marketing approach has had impact on both people and processes. Its widespread use in academia should have a similar effect.

The faculty, as do salesmen in a business organization, have continual contact with an important group of customers, the students. If they are to function effectively, they must come to the understanding that they are salesmen for the institution. This does not mean either that they should be hired or fired by students, as in the medieval university, or even that the customers are always right. In fact, experience has shown that they often do not under-

stand their own needs and wants. The faculty member has an obligation in undergraduate education to help the student mature, which means that he must hold standards at least equal to those of the outside world which the student will face upon graduation. This is not always easy in many fields where "real world" standards are ambiguous.

On the other hand, selling the student means that the professor is easily accessible for guidance, has empathy for student problems and concerns, and interacts with the student on some meaningful basis. This type of relationship is quite opposite to the sterile environment where the professor provides a series of lectures plus two or three examinations.

As a salesman, the professor must help his customers to use a product.[5] Simple observation of the marketing process shows the concern of many producers with helping the customer obtain maximum benefit from product utilization. Instructions are given as completely as possible, and, with certain more costly items, a good sales approach requires post-purchase contact of some sort. This activity has been subject to much study, because the facts show that satisfied customers tend to transmit their satisfaction to other buyers.

Many professors are so concerned with the subject matter they are teaching that they pay only very little attention to the use students make of their education. Some may even encourage students to prepare for fields which are currently overcrowded and will continue to be overcrowded for a number of years in the future. For example, some universities continue to expand Ph.D. programs despite obvious problems in the academic marketplace.

Professors, in particular, and the academic community in general, have the responsibility to provide a realistic information base which the student can use to make an assessment of how to use the education he is receiving. In the commercial world, a good salesman does this with realism because he knows an undersold or oversold customer quickly communicates his dissatisfaction to others. Since traditional (not proprietary) higher education is likely to face a declining market for some time, good selling on the part of faculty will continue to be an important ingredient for attracting and retaining students.

Since curriculum is most schools is under the control of faculty, the faculty must also assume the role of a marketing manager. In industry a marketing manager must make the decisions about how to satisfy customer needs and wants. In curriculum development, the faculty needs to gather the hard and soft

data (that is, objective studies and case analyses) which can help to lead to curricula which can be marketable in both the short and long term. This is a most difficult process, as most faculty have very specialized interests, and, in some instances, the realities of the marketplace may conflict with vested interests. Curriculum committees generally have been rather slow vehicles for change. When the professor assumes his role as a marketing manager, he will have to acquire a new perspective on the relationship of the curriculum product to the student buyer. In general he will have to quicken the tempo from product design to marketplace sale. In summary, a marketing philosophy in higher education proposes that faculty become salesmen and marketing managers. This two-fold responsibility requires them first to create the curricula to meet the needs of students and society, and second to be good salesmen in their contacts with student customers.

A well-executed marketing approach creates satisfied customers. The question every college or university must ask is, "What satisfies students?" The academic is only one aspect of collegiate life. Requirements for dormitories, campus social life, psychological support services, and so forth, will vary from one school to another. The recent turbulent decline of in loco parentis indicates that some student support services were kept beyond the period of customer need.

A marketing philosophy requires that one make it easy for the customer to buy. Colleges and universities place restraints on the buying process through admissions procedures. Businesses have been plagued by poor management preconceptions as to why customers do or do not purchase their products. The author has seen top executives use their own or their families' experiences in making value judgments about customers. Observably, the life style of an executive of a multi-million dollar or billion dollar corporation is quite different from the average family to whom he is marketing. Marketing-oriented business executives do not let preconceptions get in the way of good decision-making. The collegiate or university administrator should follow the same path and make research-based determinations about why students choose a particular school. They may find to their surprise that the academic programs are not at the top of the list in the students' decision processes. At the top may be such things as social life, geographic location, or an urban or rural environment. Although this information may be difficult for those involved with academic curricula

to accept, it is valuable data for institutional planning and reform.

Some educators may feel that "current students . . . are in a sense captive customers of the university. Having decided to come to the particular university, they are largely stuck with the decision. It is not easy for them to discontinue the product or switch to another brand."[6] This point of view suggests that concepts of marketing are not relevant for current students. However, it ignores the great growth in numbers of transfer students, the willingness of and necessity for private institutions to accept transfers liberally, and the increasing flexibility of students in interrupting their studies at various times. As things are now developing, a marketing approach to current students will become an ever-increasing activity because the ability of the student to switch to another "supplier" is growing rapidly.

Consumer behavior is an emerging field of study within the marketing framework. Its objectives are to help the marketing man better understand the variables that cause people to purchase or fail to purchase. It would seem that higher education could move in the same direction with their student customers.

Alumni are customers who have purchased an educational product from a school. In dollar terms, each in recent years may have spent $20,000 or more for the product, and this makes it a high-priced one. On the marketing scene, high-priced products call for manufacturers' guarantees or warranties.[7] What guarantees do colleges and universities offer on their educational product? What assurance does the student have that his learning will not become obsolete quickly? A marketing viewpoint would require that educators make a continuing education provision for the student, as a guarantee that his educational package will remain viable for a reasonable length of time, considering his vocational interests. A few colleges have given lip service to continuing education, over an extended lifetime period, but few, if any, have implemented the idea.

Except for a few prestigious schools, the rate of alumni financial support has been modest. Perhaps part of the reason for this problem is that institutions of higher education offer alumni very little of significant value once the degree is earned. If alumni are considered part of one's target market, a marketing viewpoint would dictate that alumni's needs and wants be assessed in the same manner as those of anyone else associated with the academic community. (For example one college did a marketing-type readership study of its alumni

publication, and changed its format completely when it found that the alumni were reading stories with pictures and ignoring stories with straight copy.) And it would seem that if the alumnus is viewed as a customer, the first need he may have is protecting from obsolescence that multithousand dollar investment in the degree purchased.

A college or university does not stand alone; it is in constant interaction with people in its community. It is the natural tendency of many academicians to cloister themselves from the general community. However, recent events (especially the student riots of May 1970) clearly indicate that separation of "town from gown" is no longer an educational reality. Consequently, the college or university must market itself to those who live around it. Related to this idea is the question of image within the general community. As in the analysis of other markets discussed above, this calls for understanding of the community's image of the school as it exists, not as those within the college or university conceive it. Images are very hard to change; Kotler and Dubois showed that major changes in public images are apt to take five or ten years.[8] This writer is acquainted with one school which changed its name in 1944. Today, many older members of the community still refer to it by its pre-1944 name, and this in spite of radical changes in school program, location, and student body. If the image held by the surrounding community is a desired one, marketing techniques are available to help reinforce it. Marketing can also help if a change is required, but much time is needed. The important point is for the educator to use the tools available to make the image assessment, and this is the contribution a marketing viewpoint can make.

Integrating the marketing state of mind with the actions of business organizations has been successful where it has support from top management; it has not been a grassroots movement. Implementation of the marketing philosophy requires that plans become more precise and formal in character, and high-level support is therefore needed. Ever-present in planning is the question of hard-to-define market requirements. For institutions of higher learning too, top administration must assume certain responsibilities. It must set the style by making sure that all concerned with problems have reasonable (perfection is unattainable) market data on which to make decisions. This might seem like a superfluous observation for institutions which have

had a long research history, but higher education itself is a poorly-researched field. Top administration needs to get faculty, administration, and students to do long erm planning - planning which must be oriented to current and future markets for education. This top support must be active; many commercial firms have found that top management talks about being marketing oriented, but by a lack of questioning and follow-through, it allows the company to slip back into a product-oriented approach. Constant top management attention is mandatory.

In pricing the educational product the consumers must be also considered because they are the ones who will accept or reject any price.[9] In the business environment, the marketing man focuses on how the consumers perceive price. He may price some items lower because of low demand or low cost, and other items higher. He works on an averaging process (called variable pricing) over a number of items to give a reasonable return. It has been shown repeatedly that if his price becomes too high, if there is too much profit, an efficient competitor will eventually enter the market and reduce his share of the market.

Applying this principle to college and university pricing, one perceives a rigidity in pricing that may have worked against the growth of some segments of the school. Is it fair and "market wise" to charge the same price to an English major as to a chemistry major, when it costs much more (through fixed overhead) to educate the latter then the former? In reality, the English program is carrying the burden for the chemistry program! A question could be raised also about charging the same tuition for freshmen students as for senior students. The cost of educating the senior student is higher because advanced classes are smaller and more specialized.

With the financial pressures facing colleges and universities, it appears that variable pricing of tuition might present a reasonable alternative to present high education tuition. Variable pricing would provide a better balance and relate cost more realistically to demand. No doubt it would have a detrimental effect on high-priced special programs, but perhaps this is a desirable market dictated outcome. As a result, schools might be forced to examine realistically the cost of programs in relation to their social value.

Although many have a simplistic view that dollars invested in sales promotion automatically bring results within the marketing community, there is much debate about the ability of advertising to persuade people. For example,

advertising could not have sold nonphosphate detergents ten years ago; consumers were simply not cognizant of the need for pollution control. As schools have been confronted with declining enrollment and attendant financial problems, the reaction of many has been to make the catalog more colorful, print slick brochures, and flood potential applicants with all types of printed materials describing the wonders of the campus. All of this is being done without asking what the best way is to reach the potential customer. A first step should be to assess current promotional approaches. How many schools have attempted a readership study of catalogs to determine what students and their parents have or have not read? How many schools have surveyed their student body in depth to determine why and how they arrived at the decision to register at the school, and, more appropriately, why did some students withdraw their applications? More than the simple multiple-choice questionnaire usually administered at an orientation period is require . The design of a promotional appeal for an institution of higher education goes right to the heart of the unique marketing appeal the institution has. A college or university is competing for enrollment, endowment, and grants. Customers who have the potential for associating themselves with it seek, overtly or subtly, to find a school that is different. It is up to each school to assess realistically that difference and then choose the promotional approach which best communicates it.

Educational institutions have made some very important decisions in dealing with problems of distribution - where to offer their product. The growth of community colleges, and the expansion of university opportunities via branching of various state universities illustrate the result of such decisions. New York has started the Empire State College in which a degree conceivably can be earned without attending formal classes. Adding to these opportunities are remote capabilities offered by new instructional technology. In all, the educational establishment has done well in distributing its product. Marketing techniques can be of continuing support by helping educators to better assess new locations for service.

Marketing, a method for getting the right product to the right customers at the right time, can be a useful tool for those in higher education. However, it does take planning of a different character than in the past. It is true that the marketing philosophy can be applied in only one or two areas of an

institution's life, such as alumni relations or student recruitment. But results will be far greater if there is total commitment throughout a college or university. The marketing plan of business organizations can be used as a model. At the beginning, the businessman asks himself who constitutes his target market. Marketing men have for years worked on the premise that their customers' markets, although homogeneous in appearance, are composed of a number of different subsets, or segments. For each of the segments, needs and wants are assessed. Then specific products are matched to segments and coordinated activities are established for pricing, distribution and promotion, with continual monitoring taking place while the plan is in operation. A formal marketing plan could be similarly established for higher education.

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"NEW INSTITUTIONS FOR NEW CLIENTELE"

by

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Recently while attending a conference near our Nation's capitol, I was priviledged to visit the home of Thomas Jefferson in Charlottesville, Virginia. Monticello, which means little mountain, was the product of Jefferson's fertile imagination and many talents and is so located on the crown of this little hill that the third President of the United States could stand at the North Portico of the mansion and look across the town to the Rotunda of his University. The University was his pride and he considered its existence one of his greatest accomplishments. He was its founder, its architect, and its first President. In Jeffersonian democracy's terms, it was our first peoples college.

Today there is a very remarkable sight to be seen from the North Portico, for between Monticello and the Rotunda of Mr. Jefferson's University there is another smaller hill and on this rise sits

Virginia Piedmont Community College. The juxtaposition is so symbolic that an educator, such as myself, is almost taken aback by this graphic lesson in change.

As I walked down from Monticello to the parking lot I wondered what Thomas Jefferson would have thought if he had been able to look ahead to this present day. He would be stunned at the technological advances, but he would also be impressed by what has been done in higher education. The community college would perhaps be more significant to him than it is to many of us. He would see the natural changes which led the European style university through the land grant movement and subsequently through the delivery of the community colleges of the nineteen hundreds. Jefferson would understand completely that institutions of education, in order to stay alive and relevant, must be a living part of society. When society changes, its public institutions either change or are replaced.

If there is some doubt in our minds, we need only to look back a decade or so, our footprints are still clearly visible and the "state of the art" is best described by President Richard Lyman of Stanford University when he speaks of the bruises, fractures, and lacerations suffered during the first half of the 1970's by higher education in America.

Given the state of our money problems alone, it is small wonder if most of us college presidents find it difficult to see an objective beyond sheer institutional survival. And given the often brutal encroachment of lay authorities upon academic terrain, as regents override presidents and faculties, legislatures override regents, and the federal government and the courts undertake to decide who shall have tenure and

how the football team is to be fed, it is no wonder that, in their spare moments away from wondering about survival, most presidents are wholly preoccupied with preserving what they can of institutional autonomy in American higher education.[1]

A grim view, perhaps, but it is a perspective of the 70's which must be acknowledged as truth. Higher education is, almost without exception, groaning along outside the reality structure of our society. The lessons of the 50's and 60's, while brief, were of terrible import. The problem has been that too many of our institutions of public education are static or have become maintenance stations within a time of human reassessment and great change.

The one hopeful exception is the community college. This institution is receptive, responsive and recognizes the role it should play.

Most educators at all postsecondary levels are agreed they must serve new student clienteles and must assume new roles if they are to meet the needs of the "new students." Probably best qualified to execute this responsibility are our community colleges, which remain relatively unencumbered by the universities' traditional devotion to the development of "scholars" and which, in their three decades of existence, have tried to recognize innate abilities and desires as the criteria for the programs they have devised. They have realized that, as Joseph Wood Krutch wrote in 1953, "The Age of the Common Man is more than merely a phrase; it is also a fact." And they have tried to accommodate that fact, to serve the

[1]Richard W. Lyman, "The Search for Alternatives," Educational Record (Fall 1974), pp. 218 - 19.

needs of "the Common Man" as no other segment of postsecondary education was willing to do.

What we are saying is that human needs, not institutional needs, are at the center of the role of the modern community college. Its simple ability to identify a new clientele is evidence of its human needs orientation.

But let us stop and think for a moment. Has the community college done everything possible to carry out its mission in higher education? Are there soft spots? Is there a need to either redefine the mission or to just finally apply the mission?

I believe that we have only to take the next logical step; and that the step is concerned entirely with the individual and with the nature of change.

About five years ago, I propounded a theory and offered a solution that I thought would be taken up by many community colleges. It wasn't. What I said then was that I thought most community colleges were still in search of their true mission for, thus far, they have been forced into a somewhat schizophrenic role. On the one hand, they must act as credential services for the state colleges and universities and, on the other, they must serve the needs of the low achievers, the disadvantaged, the retreads, the students who couldn't make it at the four-year institutions. This allowed little time for service to the community as a whole--except for the rather spotty community services programs mounted by some colleges--so the colleges remained institutions in, but not of, their communities.

My solution to this problem was the reconstitution of the community college as a community renewal college--one dedicated to further education, rather than higher education. And one that offered well-conceived, carefully developed learning experiences, formal and informal, that were designed to facilitate individual self-renewal.

Man's individual life here and now, as Ortega y Gasset observed, is the basic reality. His concern, and his perspective, are likely to be: "I am I, and my circumstance." The community college has always had for its prime purpose helping each student so to change his "I" and his "circumstance" that he might achieve the American dream of upward socio-economic mobility through further education. But, despite its efforts to provide expanded access to postsecondary education, the community college could not guarantee that everyone needing it would take advantage of it. As a result, it has thus far been unable to eliminate the dual historical patterns of class-based tracking and of educational inflation--that process by which the educational system expands without narrowing the relative differences between groups and without changing the underlying opportunity structures. Until recently, the community college has simply been there, in the community, holding up its conventional wares to public auction. The result has been a partially instructed society--not a total learning society.

Placed in this context, perhaps Alan Pifer's suggestion at the AACJC meeting last February was not as outrageous as he himself thought it to be; namely, that "...community colleges should start thinking about themselves

from now on only secondarily as a sector of higher education and regard as their primary role community leadership." Though admitting that other institutions have a part to play, Pifer defined the leadership role of the community college in rather clear-cut terms:

> ...I see the community college as the essential leadership agency....they can become the hub of a network of institutions and community agencies--the high schools, industry, the church, voluntary agencies, youth groups, even the prison system and the courts--utilizing their educational resources and, in turn, becoming a resource for them.

Indeed, that's what we started out to do, and the fact that we have been sidetracked is less chargeable to our ineptness than to the adverse set of circumstances that surrounded our initial endeavors. Perhaps if our community colleges had cut themselves loose from the extraneously imposed constraints I mentioned earlier and struck out in new directions that would lead toward effecting truly community-based education, we might today be living up to the reputation our PR people have advanced for us over the last 30 years.

The community renewal college I envisioned in 1970 was the kind of college that would take advantage of its ever-recurring opportunities to participate in the continuous re-creation, the restructuring of the society; a <u>true</u> "people's college," unconfined by any campus, decentralized and flourishing in the real world of the community in all of its parts. Its mission would be to help individuals grow in a variety of ways: helping them reach maximum employment; acquire the skills and attitudes to restore and improve their neighborhoods; helping them create a learning

society. It would reach into every corner of its community, touch every citizen, rejuvenate community pride, lift the educational achievement of all of the people and all of their children. It would serve as a change agent for the betterment of life conditions at the local level. And, it would emphasize service to the community as the cornerstone of every curriculum...this, as I saw it, was the true mission of the community college; otherwise it simply assumes the name without playing the game and remains nothing more than a college in a community, offering its standardized program to those who can make use of it.

The concept of a community renewal college seemed to me so simple to implement that, once having put the idea forward, I expected some enterprising district to pick it up and run with it. But, as I said before, none did. Therefore, I considered it up to me to make the effort at the first opportunity. That opportunity came with my appointment to the chancellorship of The Junior College District of Metropolitan Kansas City, Missouri. More about what we're doing in Kansas City in a few minutes. But, first, let me review some of the things our community colleges haven't done in the past, things we might have done had we been free to place proper emphasis on what was always our mission: community-based, performance-oriented, further education.

Though we have cast ourselves as "givers"--the benevolent institutions in the community that would help the community solve its problems, we have remained essentially college-based, faculty-oriented institutions. The community could ask for our help in problem-solving; but the community

seldom did--especially if there was a university available in the area. Oh, we've investigated the probable employment needs of business and industry to meet those of our two-year graduates, the kinds of noncredit short courses our faculties might be interested in offering, and how well our transfer programs are preparing students to enter senior colleges. But as community-based institutions, our community colleges have traditionally had only limited success. This regrettable situation resulted from our identifying the "Common Man" with only small segments of the total community: high school graduates requiring financial and geographical access to low-cost further education; those interested in preparing for gainful employment at the end of one or two years; others wanting skills to upgrade their performance on the job or eligibility for promotion; people whose previous educational experiences have precluded their acquiring the necessary skills to move into the higher echelons of learning; and individuals whose intermittent appetites for knowledge or divertissement have dictated certain community services programs.

But there are reservoirs of learners the community colleges have left untouched. They have overlooked those who cannot afford the time or cost of conventional further education; those whose interests and talents are not served by traditional education; those who have become technologically unemployed and must retool themselves in midcareers; those whose educational progress has been interrupted by illness, military service, or other temporary conditions; those who are increasingly bored with the routine of a highly technological society or faced with increased leisure time; the

older citizens who have come to accept the questionable blessings of retirement. And, they have been less than successful in their attempts to reach the multitudes who are still caught up in the lockstep of tradition, believing that college is four walls, college is semester-length courses, college is credit, college is earning a degree, college is culturally and intellectually elite--in short, college is beyond their reach.

It is our hope that what we are developing in Kansas City as the District's fourth college will be a community renewal college--a college without walls, totally community-based and performance-oriented, with and without degree requirements, so long as the student learns what he needs and wants to know--and that it will break that lockstep once and for all. Certainly, it will offer delivery systems completely divorced from the traditional one that spawned the lockstep. People from all walks of life and many different age groups will be enabled to take advantage of almost unlimited learning opportunities designed to fulfill useful needs and desires through a new and unique type of education--opportunities which might otherwise not be available to them. Recognizing that in a democracy education is not the exclusive privilege of the wealthy or the intellectually elite, our fourth college is being designed to facilitate the exercise of every citizen's right to further education. But we must also consider the problem of degrees, diplomas, and certificates.

A great educator once stated that "American higher education has not been at all interested in human education since the mid 1800's when the

industrial and agricultural revolution finally overtook them. At once, these great institutions became concerned only with certification."

Though society has come to regard degrees and credentials--since they represent extended periods of formal instruction--as evidence of "better" education, often these merely signify the corollary misapprehension that the education a student received between high school graduation and embarking on his life's work is sufficient to carry him through a lifetime. Perhaps, at an earlier time in the nation's history when knowledge was relatively stable, this was true. But, in the last quarter of the twentieth century, when knowledge gained during a college career is becoming obsolescent almost before the ink on the graudate's diploma is dry, it is wholly erroneous. "At some point," say Hesburgh and his associates in Patterns for Lifelong Learning, "there has to be a realization that the aim of all this education is learning and knowledge, not the degrees gained."

I am not denigrating the value of degrees. I am only saying that acquiring them is not essential to an individual's upgraded knowledge and the ability to use what he has learned. A strong plank in the philosophic platform of our fourth college is that society is only as great and as good as the individuals who comprise it, and that, like democracy, society is not an heirloom to be handed down intact from generation to generation. Rather, because the conditions of its environment are perennially in flux, society must be re-created by generation after generation, so that the costly disease of community decay and wasteful erosion of human resources can be prevented.

This implies the need to reject the notion that an individual's ability to accumulate credits is the ultimate measure of his worth; to help every member of the community acquire the basic skills and understandings necessary to effective functioning in a world increasingly fraught with crises; to inculcate students with the understanding and belief that education must be continuous through life; and to stimulate the intellectual curiosity that makes them eager to learn as the experience of life reveals areas of ignorance.

It was to foster human renewal among all students, but particularly the "nontraditional," in what some have called our overcredentialed society that the community renewal college was conceived. Because expanded access to further education invites all citizens, from 18 to 80 and beyond, to participate in its courses and programs, it is our District's goal to establish as our fourth college not a new campus but a new concept: a community college without walls, one with a dispersion of appropriately equipped counseling and study centers, whose motivating purpose is to make possible for every person in our four-county service area what Alfred North Whitehead called "the acquisition of the art of the utilization of knowledge."

With emphasis on defined competencies and student-college educational pacts that attempt to ensure student achievement of those competencies, our proposed fourth college will be both community-based and performance-oriented. In pragmatic terms, "community-based" means delivering the kinds of education community members want at locations where the learners are (not where traditional college organization indicates they should be),

all of this determined by open community participation in defining comprehensive learning needs, suggesting solutions, and facilitating delivery. "Performance-oriented" means that acquired competencies will fit the needs of the learner so that competencies become more important than grades or credits and the learner can measure, in his own terms, achievement of an objective.

Discarding the notion that certain dates, names, formulae, literary works, and atomic weights belong in everyone's intellectual kit, along with the notion that credentialism is the single criterion for admission of students, our proposed college will shift from institutional goals to learner goals. Having no formal campus, it will instead operate a network of learning sites that offer both formal and informal learning opportunities. It will utilize a faculty, not solely of academically credentialed individuals but largely of community personnel with demonstrated expertise in their fields, thus making our entire District a laboratory for learning. Recognizing that what is learned is more improtant than what is taught, it will emphasize multimedia (including television), multimodal, self-instructional learning systems and free scheduled courses. It will allow the learner to begin where he is--where his previous learning stopped, progress at his own pace in accordance with his unique learning plan, and achieve competencies that are meaningful to him.

There is no use in belaboring the point that the education of adults is the pressing need of the present and will constitute the focus of the future. Off-campus classes and activities, non-degree instructional

personnel, a movement away from admission requirements, and a disregard for the academic calendar, challenge the traditional academic philosophy. But the community renewal college is not concerned with the preservation of tradition. It espouses an iconoclastic philosophy, one that will dispel such criticisms of the community college as that advanced by U. S. Deputy Commissioner of Education William Pierce:

> It's my perception (he said, addressing his remarks to the community colleges) that at least as much as the secondary schools, you've become wall bound. You don't break out and take your programs to your people--where they are--in stores, in factories, in secondary, elementary, and private schools. You demand they come to you. Too many can't or won't...

The college without walls is not a low-standard version of the college within walls; it offers a different kind of education for a different kind of student, and maintains high standards true to its own purposes. Though someone recently asserted that "nontraditional education is responsive to what most Americans apparently desire--a job sufficient to provide income for food, clothing, shelter, health, welfare, and the good life," such a proposition is not central to the philosophy of the community renewal college. Important as this pragmatic aspect of learning is, the larger purpose of education is to make people know how to live zestfully, meaningfully--how to think, feel, understand, and--most important--act with intelligence. Thus, the community renewal college offers a new model of education--one that is true to the integrity of individuals as well as to the needs of society; one that is dedicated to <u>human</u> renewal, recognizing

that only as individual obsolescence is allowed to grow does a community tend to decline.

In Kansas City, we've already begun these tasks through the medium of our Metropolitan Institute of Community Services, established last July. Dedicated to the proposition that human renewal--the personal upgrading of every citizen of our District--is its primary and overriding purpose, the Institute sees as its main function helping community learners define their competencies--those they already have and those they want to develop--and obtain performance skills, generating in the process a sense of responsibility for the future.

Quickly realizing that merely offering courses in convenient locations throughout the community does not in itself constitute community-based education, this embryo of an accredited "College Without Walls" is both community and learner oriented. Scorning conventional extension centers, the Institute has move out into the community, taking its services to where the people are. No mere "giver" to those who are inclined to accept its gift, it sees its role as that of cooperator with the community in joint efforts to put people back together in meaningful human endeavor. And, in that role, it recognizes the difference between offering community members the educational experiences pedagogues they think they should have and delivering the experiences they actually want and need.

What has the Institute been doing during its short six months in existence? Serving some 8,000 "new students" in community-based, performance-oriented programs, both degree and nondegree!

Before it could inaugurate these programs, however, it had to set up a mechanism for offering degree programs. This was accomplished by contract with the three accredited colleges in our District.

Operating as a consortium effort of the three colleges with a policy board composed of the three presidents and the chancellor, the Metropolitan Institute utilized three types of delivery systems:

1. Programs and services operated directly by the Institute.

2. Specific programs and services operated by the colleges under contract with the Institute, with the Institute serving as broker between client and college.

3. Programs and services permanently assigned to the college, with the Institute serving as coordinator.

Also, before it was able to launch its programs, the Institute had to discover where the needs existed. A determined canvass of community enterprises was undertaken for this purpose and, though at first it elicted little more than mild surprise from incredulous employers, a breakthrough finally came when officials of Kansas City finally admitted a concern about the inability of some Sanitation Department employees to maintain the heavy equipment used on the job. An associate degree program in heavy equipment maintenance was immediately developed and is now in progress at the city's Fire Academy, a loaned facility where some 60 employees currently attend classes on released time.

The precedent having been set, other employers were quick to respond and the Center for Career Development soon had a number of training programs

to staff. Qualification criteria for all instructors are threefold: (1) Is he/she now employed in the areas specified? (2) Is he/she sufficiently proficient as a practitioner to teach? (3) Is he/she credentialed to teach? Usually, when non-credit courses are sought, the competent practitioner is selected as the instructor.

Initially underwritten by the District in the amount of $250,000, the Institute supplemented these funds with grant moneys from both public and private foundations, so that currently it has approximately $1.5 million with which to operate. This enables it to provide a few free short programs where the need exists, and thus to gain access to companies requiring help but uncertain about how they can provide financial support. In most instances, after a demonstration program, the companies find means to continue them, so that the Institute remains self-supporting.

For convenience and because of the natural grouping of program effort, the Institute was organized around three structures or centers:

1. The Center for Urban Studies
2. The Center for Career Development
3. The Center for Community Education

These centers developed and expanded programs from leisure time craft activity to associate degree studies in nursing management. Soon there was active dialog in the inner city area as well as competency-based programs available in the outer suburban and nearby military bases.

Recently, I read in Saturday Review's 50th Anniversary publication an article written by Norman Cousins some 30 years ago. Calling his piece "Modern Man is Obsolete," Cousins plea for society's reevaluation of itself

in an atomic age. Observing that "man must consider himself in relation to his individual development," he stated:

> ...Once before, the world knew a Golden Age where the development of the individual--his mind and body--was considered the first law of life. In Greece, it took the form of the revolution of awareness, the emancipation of the intellect from the limitations of corroding ignorance and prejudice.
>
> Once again, if man wills it, he can be in a position to restore that first law of life. But he shall have to effect a radical transformation in his approach to and philosophy of education, which must prepare him for the opportunities and responsibilities not only of his chosen work but for the business of living...Education, like the mind itself, has no rigid boundaries...[2]

Now, as never before, is the time for another "revolution of awareness": awareness that education is continuous with life experience and not merely preparatory to it; awareness that it makes little difference where or how or at what age learning takes place, so long as it does take place and under circumstances appropriate to the learner; awareness that the "new students" are the primary responsibility of the community colleges, and that how successfully the colleges discharge that responsibility will be determined by the degree to which these students experience "the emancipation of the intellect from the limitations of corroding ignorance and prejudice."

Our world, as we have known it, is coming to an end. Who could have believed that the doom clangers of the 50's and 60's were right about

[2]In Richard L. Tobin (ed.), The Golden Age: the Saturday Review 50th Anniversary Reader (New York: Bantam Books, Inc., 1974), pp. 59-60

the rapid decline of natural resources and the explosion of population. How were we to have prepared for the changes in our society within our life span? The answer is quite simple. We could not have prepared for the issues of change but now we know that we can learn to be ready for change itself.

I believe that the great lesson which would be understood completely by Thomas Jefferson, if he were to stand on the North Portico today and see the community college intersticed between him and the University of Virginia, is that both are viable and pulsating. Both are responsible institutions working with different clientele and with a similar educative mission in mind.

I submit that the time is now here to propose and implement this new community-based, performance-oriented, institution because it is needed, and it is needed now.

THE STATUS OF NONTRADITIONAL EDUCATION

David A. Trivett*

It is a great personal pleasure to speak with you this morning. I would like to explain that this paper is brought to you in some measure courtesy of the ERIC Clearinghouse on Higher Education. In demonstration of our mission at ERIC, the conference paper version identifies in full the sources I have drawn on with the hope that if you wish to you will be able to pursue to greater depth the ideas and examples mentioned.

The title of this paper is "The Status of Non-Traditional Education." A subtitle might be: the environment, vital signs, prognosis, and prescription for the life of non-traditional education. I must explain that this paper has evolved over the months since I was asked to prepare and deliver it. The initial request was for a survey of non-traditional delivery systems in postsecondary education based on the resources of ERIC. With further correspondence it became "delivery of postsecondary education for new students." Next it became "delivering non-traditional education," and finally it rested at "The Status of Non-Traditional Education." These meanderings reminded me of a gilt-edged conference I attended a few years ago. It was sponsored by Educational Testing Service; the subject was "Career Education." One speaker began his address by candidly admitting that at the time he was asked to speak on the implications of career education, he had never heard of it. I admit to feeling terror when Walter Hunter requested that I prepare a paper on "non-traditional delivery systems." I had heard of non-traditional delivery systems, and non-traditional education, but the prospect of an inquiry into the status of non-traditional education raised two questions immediately: what do we mean by non-traditional education and can we determine its status?

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The difficulty in determining the status arises because non-traditional education is much like an escalator: there is something there to put your foot on, yet it is in constant motion; there is structure and there is function, and there is progress. Like escalators, non-traditional educational systems are generally designed to do something for discrete individuals. We can see a contrast between the operation of an escalator and the operation of an elevator. With the elevator, groups of individuals are raised and lowered en masse from one level to another while squeezed into a small compartment. With the escalator, each individual steps on to the device, and, more or less as an individual, ascends or descends. Although it is stretching the analogy a bit, one can argue that the rate of ascension or descension on an escalator can also be modified: it is possible to run up or down the escalator; if your eye is caught by an item on display on the floor you are leaving, it is possible to walk backwards, at least momentarily.

Perhaps people in higher education who do research prefer elevators to escalators. We do have difficulty knowing the overall status of non-traditional education. For one thing, our educational research enterprise has not asked the right questions. The compilers of a just-published inventory of research by professors and students in the field of higher education noted that in spite of the activity, there were relatively few entries describing research in the categories "innovation" and "non-traditional programs."[1] Until recently, our statistics gatherers limited their efforts to traditional channels: adult education, technical and vocational education, higher education. They ignored any attempt to describe educational efforts outside traditional classrooms. There has been a myopia long characteristic of educational historians: they limited their studies and interpretations to the development of the public school movement. Education was defined narrowly as what went on in schools. Yet education is and was a much broader enterprise than what goes on in schools. Just as educational historians have re-focused their vision, we need to re-focus our vision beyond higher education. We have begun to admit that there is educational enterprise outside the walls of traditional higher education. The umbrella term that is increasing in use, despite the choking it causes, is postsecondary education.

Another problem we encounter is discussing the status of non-traditional

education is that it is a very difficult concept to define. It begins with a negative and traditional education itself is subject to as many definitions as there are learned professors. Although I suspect that most of you are familiar with it, I believe we can benefit from the Commission on Non-Traditional Study's definition of non-traditional study which itself began by saying "non-traditional study is more an attitude than a system and thus can never be defined except tangentially." The Commission continues, "This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in favor of competence, and where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study."[2]

In speaking of non-traditional delivery systems, the Connecticut Commission for Higher Education chose to describe traditional systems first, as follows: "In the traditional mode of delivery, teachers give 'courses of instruction' to groups of students according to an established syllabus and within an established frame of time and place. The result is 'learning,' which is 'evaluated' by quizzes and examinations. Various exercises are also required such as working problems and writing essays and these too are evaluated as evidence that learning has occurred. Failure to attend classes is often penalized by arbitrary reduction of the grade after evaluation is completed. 'Validation' of the learning traditionally takes place prior to the offering of the course. This is accomplished through a process of formal institutional approval."[3] We all know that the pay-off for this traditional mode is a grade and perhaps a degree and eventually social recognition for the learner. In contrast, the non-traditional mode emphasizes evidence that learning has taken place, regardless of time, place, content or duration of instruction. Validation is not automatic; it takes place after the fact and rests on the decision of validators that the learning is equivalent to academic classroom learning. Evaluation, following validation, is also more important because it rests on demonstrated competence or achievement without reference to what happened in a classroom. "No points are given for good attendance.

No points are subtracted for late assignments." Only recognition from a credential is the same from the traditional and non-traditional modes.

Continuing to avoid a definition, I would like to suggest that non-traditional education has the following characteristics: In non-traditional education we find an emphasis on the student as learner, on his achievement, and on the provision of materials and processes to expedite or promote that achievement. We find less emphasis on where, when and how learning occurs. Consequently, the "who" of learning is more open since people don't have to be somewhere in particular, at a specific time in order to learn. The shift to an emphasis on the learner also means that he decides how far to pursue the chain of validation, evaluation, credentialling, and rewarding. Incidentally, no one denies the importance of this chain if the learner seeks social reward foom his learning. However, the provision of non-traditional education tends to permit more of an option for the learner of what he gets for his learning.. The consequence of choice and option for the learner also means less emphasis on the authority of position and its trappings as an element in education.

Returning to the elevator-escalator image, the sharp theoretical contrast between the non-traditional and traditional approaches can be visualized if one pictures, at one extreme, an elevator with four-foot ceilings and a trap door in the floor. It is operated by a petulant operator. At the other extreme is an escalator installed in a concourse of infinite height. It has a control for its rider capable of stopping it at any level. The elevator, of course, represents in a highly unfair, negative manner, some of the least desirable characteristics of traditional higher education. It is designed for and admits only people of selected characteristics. It is usually controlled by someone other than the rider. It stops at specific floors only, and in our fiendish example, holds the potential for a sudden exit, a "drop-out" if you will, that carries no benefit at all.

If at the extreme there is such a radical difference between traditional and non-traditional education, what is the prognosis for non-traditional education? It is my conviction that (1) the time continues to be ripe for non-traditional education; (2) that there are numerous examples of growth and success by non-traditional educational enterprises; (3) that healthy linkages between traditional and non-traditional are evermore possible; and (4) that several warnings need be heard by those who favor a non-traditional

approach. In short, the status of non-traditional education is alive, growing, and possibly "grown" to the point where conversations with strangers are dangerous.

Why is the time ripe for the continued growth of non-traditional education? The first condition is that those of us in the enterprise of education and those who represent society, such as legislators, have bought the concept of postsecondary education and the implications of it. "Postsecondary education" as a term is one of those jokes that bearded scholars laugh at. Serious questions can be asked whether it helps or hinders as a descriptive or typological term. Nevertheless, I am aware of no serious regression from the concepts usually embraced by it.

Postsecondary education has come to mean all the formal instructional opportunities and associated activities provided to adults in our society. Not many learning activities are excluded by that definition. Since previous definitions of postsecondary education assigned it to the technical education-adult education category, at less than the B.A. level, how did this awkward word come to have such a broad implication? For one, the concept is created and encouraged by legal and political forces. For example, the Ninety-Second Congress gave it power by referring to postsecondary education in the Educational Amendments of 1972 and forcing money to ooze across the boards into most of postsecondary education, not exclusively into the higher education channel. Two mechanisms were employed by Congress: money for student aid was made available for students attending diverse institutions at their choice; and structures were established to study and promote postsecondary education planning. The work of the National Commission on the Financing of Postsecondary Education is one product. But more important, I suspect in the long run, the state 1202 Commisssons were "encouraged" by the legislation. They are to be composed of all the components of postsecondary education in a state: public, private non-profit, and for profit. In my reading of the legislation, the Congressional intent was to increase access for all types of students to all types of institutions.

As we all know, the long-term effects on the educational enterprise of some federal legislation in the past have been spectacular. I need only to mention the effects of the Morrill (land-grant college) Act of 1862, the Smith-Hughes Act of 1917, and the various acts providing educational benefits

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for veterans. This recent Congressional adoption of a broader approach to educational opportunity occurred simultaneously with the apparent weakening of higher education's hand. Declining attendance has been predicted, suspicion is growing that a college degree is no longer a job ticket, and evidence is presented that other social priorities have replaced the provision of opportunity for higher education. Within many states there are moves afoot to regulate, administer, and control higher education. Thus, postsecondary education has come along just as re-adjustments are occurring in the prospects for higher education.

Some of the aspects of postsecondary education - as an idea - bear directly on the status of non-traditional education. For one, the concept represents a social awareness that it is no longer necessary to restrict education to the first portion of a person's life. Rather, it is desirable to see education as a lifelong process, an endeavor that can be returned to. Many futurists and social planners proclaim that it will be essential for us to adopt the notion of recurrent education if we are to keep up with rapid development of technology and knowledge. Two additional positive aspects are part of postsecondary education: we are forced to be aware of new "markets" for learning, and we are learning that some form of education occurs outside Broad Run Community College, Plainrock State College, or Mount Oak College. In short, we are becoming aware more than ever that other individuals than 18 to 24-year olds are learning and seeking learning, and we are aware that profit-making schools, the military, industry, government and labor are all involved in some form of educational enterprise along with the traditional institutions.[4]

In behalf of the status of non-traditional education, one of the most important components of the new thinking is the conception of a market. By that I mean that we have become aware that there exist groups of people that have educational needs and wants that traditional higher education has not served. If we permit ourselves to, we can tailor what we offer to those needs and wants rather than scrambling to serve a relatively declining traditional group of individuals. Pat Cross's "new clientele" are, I suspect, a portion of the market. Another portion has been described as "minority group persons, housewives, veterans, blue collar workers, elderly and retired persons, and college and high school dropouts. Though some of these persons are in the

18-25 year age range, the great majority are over 25, and consequently, will require a variety of new learning options, rather than the mere extension of existing programs designed with younger students in mind."[5]

There is some evidence to suggest that the new market sought and identified for both idealistic and survival reasons, is coming true. Adults over 35 are returning to college. Estimates based on census surveys in October 1972 suggest that 1.5 million adults over 35 were enrolled in or attending school in October 1972. Over half were in college or graduate schools, and the estimates exclude military personnel. Most of the over-35 men and women were part-time students and many were in the workforce.[6] Moreover, in the past ten years there has been a gradual up-wards shift in the ages of college students. That is the percentage of total enrollment, for both sexes, of students 30 to 34 has increased, the percentage of total enrollment for those 25 to 29 has increased, and the percentage of total enrollment for students 18 and 19 has decreased.[7] The real character of the college populace <u>is</u> changing. From a social standpoint this represents "success" for non-traditional education seen as the attempt to serve non-traditional clientele. From a more pragmatic view point, these figures suggest that new groups of people in our society are interested in education: there is a market.

I also believe that non-traditional education will be influenced by the significance of recent figures provided by Elaine El-Khawas and Ann Bisconti. Based on their follow-up study of a large sample of 1961 and 1966 college freshmen, they report that by 1971 four out of five of the 1961 freshmen had actually received a bachelor's degree. Among the 1966 freshmen, about 60 percent had received a degree by 1971. Now, again, from a social standpoint alone, I think this is good news. However, the additional findings of importance are that fewer than 10 percent of those freshmen from 1961 and 1966 without degrees felt they had completed their education; most expected to complete their degree sometime. In summarizing their findings, the two researchers state "The findings in this report support the view that patterns of educational progress are neither rapid nor neat. Many students do not enroll continuously to completion of degree." Furthermore, "Over all, the findings suggest that college students in both cohorts (groups of 1961 and 1966 freshmen) held high degree aspirations and that many will achieve these

levels even though not immediately."[8]

At this point, let me briefly re-group. I have been arguing that the time is ripe for non-traditional education to flourish. Represented by the concept postsecondary education, our social and educational ideas have been broadened so that we accept the notion that education can occur over a lifetime; indeed, some argue, it must continue over our lifetimes. We acknowledge the existence and educational function of many more institutions besides the traditional. Our legislative and administrative machinery have been slowly cranked up to put money and regulatory force behind the idea that students should choose from a broad range of educational institutions and those institutions ought to be considered in planning and legislation. All these ideas going on while "higher education" in the traditional sense suffers reversals. Luckily, we are also aware that new groups of students not traditionally served by higher education are waiting to receive our services. And indeed, some statistical evidence is available to suggest that the new and non-traditional markets really exist.

Now, the second part of my status report describes a number of currently operational, or planned non-traditional educational enterprises that utilize the approaches characteristic of non-traditional education. For two reasons this is not really a survey. For one, if such a survey were possible, a conference presentation would be the least efficient mechanism for presenting. Second, I know of little systematic and continuing study underway of non-traditional education. So, I have selected a few examples of non-traditional enterprises that satisfy more or less the characteristics I posited for non-traditional education: the student as learner is emphasized; or stress is placed on the provision of materials and processes to promote that learning; the where, when and how is de-emphasized; the choice of validation, evaluation, credentialling. and social reward is left more to the learner; the learner is generally more in control.

For my first example, I would like to bring you up to date on the success occurring in the provision of a non-traditional degree, to a non-traditional clientele, using learning methods that range from straight traditional to heaven knows what. I suggested earlier that one of the options available to learners through non-traditional education is the option to choose how much

validating, evaluating, credentialling, and rewarding they want. Some want a degree. The New York Regents External Degree program provides the opportunity for non-traditional learners to pursue a degree through a variety of methods. The Regents program makes it possible for a person to earn a degree without ever attending a college class. It is only necessary for the student to demonstrate college-level competency in areas specified for one of the degree programs. The Regents External Degree Program itself provides no instruction, no faculty, and no campus. There are no age, residence or preparation requirements for admission. Credit towards degrees can be earned from transfer, from proficiency examinations, from evaluated military service schools, and from special assessment of knowledge gained any way.[9] The success you should be aware of is shown by the statistical profile of the first 1,796 graduates in the Associate in Arts Degree program. The average age of graduates was 32.9, but ages ranged from 18 to 75. Students were residents of 49 states, with some surprising concentrations such as 95 from California and 112 in Virginia. Three hundred fourteen graduates had earned their credit solely from proficiency exams. Some 90 percent of the graduates were employed full time. Although one might quarrel with how non-traditional a Regents External Degree is, non-traditional learners un-restricted by time, place or method requirements are acquiring college degrees.[10]

The State University of Nebraska S-U-N program is another example of a successful non-traditional approach, one that also permits the learner to move toward traditional credentialling through non-traditional strategies. Three aspects of the S-U-N program appear particularly distinctive to me: its design mechanism for courseware; its delivery mechanisms for courses; and its attention to a non-traditional market, particularly adults unable to attend traditional institutions of higher education. If we visualize S-U-N as a process, it begins with the development of courseware using a team approach. Members of the team include content experts, psychologists, media specialists and so on. A twenty-step process is followed that begins with instructional objectives, proceeds through the creation of print, television and audio media components and their testing, and ends with the availability of tested lessons ready for use. The elements of the courseware are made available through television, audio cassettes, texts and guides, newspaper lessons,

instructional kits, regional resource centers, correspondence, and inward WATS lines. S-U-N's planners hope to offer about 55 courses, developed to the same depth, by 1980. The third special aspect of the program I find noteworthy is market identification. Using a multiple-survey approach, the S-U-N organizers were able to identify 15 sub-groups who range from the bright, head of his class teen-ager to the senior citizen. Everything in between other than the traditional college student, has been targetted. In Fall 1974, more than 400 students throughout Nebraska had enrolled in "Accounting I." At that time, the average enrollee's age was 41 and 85 percent were over 25. One of the more successful aspects of the first semester's program has been the use of the inward WATS line that permits students to question and discuss course material with a faculty member or surrogate. The courses, incidentally, can be taken for credit from the University of Nebraska. Although more time will be required to assess the long-term success, another non-traditional education effort seems to be on the mark.[11]

For my third example, I would like to describe non-traditional educational activities for a postsecondary clientele that are underway in the public libraries of the nation. Let me say that my first awareness that something was going on in libraries came from descriptions I read for the Denver Public Library Program called "On Your Own". However, the Denver program is only one of many and I would like to describe components of programs associated with the Office of Library Independent Study and Guidance Projects. This project is a national attempt to show how libraries can use their resources in order to meet the needs of adult independent learners. The idea is that libraries become learning centers "for adults whose learning styles and interests are generally not compatible with the constraints imposed by traditional educational delivery systems". Sounds suspiciously like a non-traditional educational enterprise, to me. Under the aegis of the project, eleven public library systems in the U.S. are developing plans to enable them to serve these adult independent learners. I would like to describe two plans, carefully avoiding one of the exemplary models, the St. Louis Public Library "Live and Learn" Project, since you are probably knowledgable about it.

The Salt Lake City Public Library plans to begin an Adult Independent Learner Project that will be concerned with "the individual who was intimidated, fed up, turned off, financially strapped, or otherwise uninterested in formal institutionalized education, but who still needs help in realizing

a learning goal -- whether for job advancement, intellectual satisfaction, self-esteem, psychological need, or just pure pleasure." The project excludes learners whose attempts are controlled or planned by a formal education institution. However, the adult independent learner will be assisted through a staff of learning consultants who help the independent learner define his learning goals and plan a response. Incidentally, the definition employed in Salt Lake for an independent learner means business: the individual has to have at least three meetings with a staff member-learning consultant, and spends a minimum of seven hours of learning activity on his own. Special collections of materials will be provided and support and referral services made available. In Cleveland, a slightly more traditional program intends to provide information about educational opportunities of all types through expanded service. In addition, collection guides will enable independent learners to find study materials, the staff will be trained to offer assistance to independent learners, and in cooperation with the Cleveland Commission on Higher Education, the library will develop an external degree project. Most of the library programs feature special training for librarians to enable them to assist independent adult learners formulate their objectives and move to them. Most feature the provision of special materials or better access tools, and many, such as the St. Louis CLEP program, feature methods whereby independent adult learners can validate their learning and receive academic credit.[12]

The last two non-traditional enterprises I will discuss take us into the non-traditional by virtue of the fact that the institutions supporting the education are non-traditional. The first of these is education <u>in</u> private enterprise; that is, educational efforts conducted by usually large businesses and industries in order to train -- and educate -- their employees or customer's employees. It is interesting to me that the editors of a special Winter issue of <u>Daedalus</u> (Journal of the American Academy of Arts and Sciences), the issue titled "American Higher Education: Toward an Uncertain Future", chose to include an article on education in private enterprise. The authors claim that because industry is increasingly concerned with the intellectual vitality and flexibility of its personnel it is moving closer to elements of a "liberal education" in industrial education programs. Colleges and universities, frequently unable to keep up with change, are not able to provide the necessary continuing education for industry, but are increasing the vocational and

professional content of the education they offer. Branscomb and Gilmore, the authors, agree that some industrial education is nothing more than indoctrination and development of routines. However, the need for a broad base of skills has led some industries to provide courses of instruction that have the appearance of college programs. Not only do they have the appearance, but in some instances such as the Arthur D. Little Company, company education programs lead to state-approved degrees. Two major projects underway now by American Council on Education and New York State Education Department will evaluate courses in corporate education and recommend academic credit. One example of the current vitality of education in industry is the Xerox International Center for Training and Management Development opened in June 1974 at Leesburg, Virginia, at the cost of $70 million. A spokesman for the Center told me they were particularly proud of their instructional philosophy which features "co-mingling" of personnel at all levels in courses designed to fit specific career needs of their employees. After course objectives are specified, courseware is developed with the aid of a staff of six PhD. level course developers. The center's major innovation is the provision of a unified living-learning complex -- usually referred to as a campus!

For those who argue that the industrial programs are only training, the two authors respond by suggesting that it is possible for good educational programs to draw together the smaller units called training into geometrically expanding understanding. Several specific aspects relate education in industry to the non-traditional education we have been surveying. For one, a continuous education is necessary for an employee to survive; the work environment helps him see the need for knowledge that is made available to him in a convenient package. The best industrial training is composed of small modules of instruction, produced at great expense of manpower because of the belief that student motivation can be assumed; student failure must be blamed on course materials, rather than on the student.[13] Part of the healthy status of non-traditional education can be attributed to the growing possibility of links between traditional education and the best examples of non-traditional education found in industry.

The last form of non-traditional education I wish to describe qualifies in two senses. The proprietary school is non-traditional because it exists and operates largely outside the traditional college and university awareness.

For the most part, proprietary education has been ignored - "shunned", in the Amish sense - by colleges and universities, and until recently, we have known very little about it. The second sense is that many of the practices of proprietary schools have emphasized the learner and responded to his needs; these practices have been part of proprietary school practice because of the peculiar dependence of proprietary schools on student fees.

Before I continue, let me explain what a proprietary school is. A proprietary school is one operated by an individual or firm in order to make a profit by providing some type of educational service usually related to training for a specific type of job. Proprietary schools have been around for a few hundred years, but several recent events and currents have made them important to traditional higher education. Returning to the term post-secondary education, recall (1) that legislation has been created at the federal level that has the effect of permitting greater choice by students of what institutions they will attend with federal assistance -- including proprietary schools at some levels. At the same time (2) legislation with money attached has forced state coordinating & planning bodies to include proprietary schools in their memberships so that the educational opportunities represented by proprietary schools are used in state plans for increasing access to post-secondary education.

Even though proprietary schools have been pariahs from the view of traditional education -- largely because of disdain for their profit-making purpose--, they have survived over the years for a number of other reasons than current legislation. There are roughly, and I mean roughly, 10,000 proprietary schools in the U.S. The services they offer, either training for careers or training and knowledge in many non-vocational areas, have always been sought by the public. Furthermore, the leanness of proprietary schools enables them to survive hard times and move quickly when they identify a market.

From outside, the most striking characteristic of proprietary schools is that the profit or business motive guides their operation, which is usually unabashedly limited to the mission of training individuals for job entry. These schools depend on student tuition for their operating funds. To keep operating costs low, there is frugality in operation and management. The profit motive and lean management also is regarded as the source of program flexibility: if a course is needed at 9:00 P.M. in the inner city, one is offered; if a need

develops for training programs for windmill tuners, a proprietary school will borrow the money, hire an instructor, buy time for advertising during the TV wrestling matches, and offer a course. Because of the operational dependence on tuition revenue, much emphasis is placed on recruiting of students and placement of graduates.

When we consider instruction in proprietary schools, many available descriptions claim widespread use of non-traditional instructional practices, although much instruction is traditional. Modular instruction units are employed and instructional practices are analyzed carefully from the standpoint of efficiency. Efficiency in achieving training for job entry, that is, in achieving the student's objective, is stressed, but efficiency of student time use is also important since a lower opportunity cost is one of the arguments to attract students to proprietary schools and away from less expensive public programs. Generally, proprietary school instructional practices reflect the particular mission of the schools. A shop atmosphere is not only cost-effective, it also expresses a conviction about the student's serious motivation.

Students attend proprietary schools because they want jobs and they see these schools as pathways to positions. In my judgment, proprietary schools are in the category of non-traditional education not only because they are outsiders, but also because they have, over the years, offered instruction that students want without making judgments regarding the motive of the student in seeking that learning.

I would be seriously remiss if I failed to say that proprietary education is subject of great controversy right now. For the past several years, the Federal Trade Commission has maintained a campaign against proprietary schools that sucker students into training programs that lead the student nowhere, except possibly to bankruptcy court. Studies of the use of Veterans Administration payments for correspondence study (much of it proprietary) have shown that many veterans spend their educational benefits to begin study they can not complete but must pay for because of contracts. Articles in major papers have described rackets and outright fraud in proprietary school operation. General student loan money has been oonsumed in vast quantities and defaulted on at high rates by students attending proprietary schools. Some method must be devised to permit responsible proprietary schools to flourish and to outlaw those that fleece students.

Intensive airing of dirty linen is occurring respecting proprietary schools. But, let me also say that we are at last getting studies of proprietary schools that will enable us to see what they can accomplish. We are getting statistical data from our centers for educational statistics that will at least enable us to say how many proprietary schools there are. You may have seen publicity regarding a study by Wellford Willms in California, sponsored by N.I.E., a study attempting to ascertain how effective both proprietary and public vocational programs are in supplying training that leads to jobs. Also, an accrediting association, Middle States, has recently announced a change in policy to permit proprietary schools to become members. Thus, we can expect to know more about the performance and social value of proprietary schools in the near future.[14] Meanwhile, I suggest that they do represent one more flourishing type of non-traditional education because of their straightforward focus on supplying an educational want specified by the student, frequently supplying it at times and locations of convenience to the student.

I have explained at great length what non-traditional education seems to be and why I think the particular set of social ideas embraced by the term "postsecondary education" means this is a time to expect health and growth from forms of non-traditional institutions and plans. Let me conclude by making two more points. It is my conviction that we can expect to see an explosion of linkages between the non-traditional and the traditional. On the one hand, the traditional enterprises need the approaches, the philosophy, even the expertise exhibited by the non-traditional. On the other hand, the non-traditional enterprises need the validation of their work that the traditional can offer. Many of the new and re-vitalized programs for extending academic credit for off-campus learning will permit students who have learned through the non-traditional in the past to seek credit for that learning through the traditional in the present. Degrees for corporate education programs, regional accrediting for proprietaries, learning projects in libraries, possibly convertible to credit, innovation in creation and delivery of instruction to new markets, with credit from major universities, and degrees available to students of all ages throughout the world, awarded for knowledge earned and demonstrated in novel ways, all these signify the health of the non-traditional and the linkages that will be beneficial to traditional and non-traditional.

My only prescription, in conclusion, arises from a suspicion that historically, in American education, reform movements, the non-traditional, have suffered more from absorption and perversion of their mission by the traditional than from outright rejection. If the healthy status of non-traditional education is to be maintained, the distinctive role and purpose of each non-traditional enterprise must be preserved.

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CHALLENGES FROM NEW LEARNERS

K. Patricia Cross

My mission at this conference is to say something useful about educational programs to serve the new clientele. That is a tall order, but it gives me a lot of room to maneuver, and I appreciate that.

As you all know, just about everyone is proclaiming their eagerness to serve the new learners. There are some institutions that think that the most useful thing I could say would be to give a formula on how to attract the greatest amount of new tuition or enrollment money for the least expenditure of institutional resources. And I guess that would be useful, economically if not educationally, if I had any such formula. I don't. But beyond any economic motives for attracting the new learners to educational programs, there lies the sincere and genuine concern of most educators as to how education should serve the needs of the learning society in the decades ahead.

The questions of how to attract the new learners and how to serve them well are intimately interrelated, but it may help us to get a handle on the issue if I talk first about what nontraditional learners perceive to be the barriers to their further education. Then I shall move to some discussion of what we might do to lower the barriers and to design educational programs to meet the needs and desires of the nontraditional learners.

The research of the Commission on Non-Traditional Study found that 80 percent of the adults between the ages of 19 and 60 expressed an interest in continued learning, and indeed, nearly one-third of them had engaged in some type of formal learning activity in the 12 months prior to the study (Carp, Peterson, & Roelfs, 1974). Despite this rather remarkable tribute to education, it is perfectly logical for a country that values education as much as we do to ask what prevents the majority of people who say they are interested in further learning from registering for classes. Research from the Commission studies sheds some light on the issue.

The barriers to education today can be roughly categorized under the headings of situational, dispositional, and institutional. By situational barriers, I mean obstacles arising out of one's situation in life at a given time that prevent further education, such as heavy commitments to job or family.

By dispositional barriers, I refer to attitudes that preclude further learning such as not liking study or feelings of being too old to learn. By institutional barriers, I mean educational procedures or practices that prevent or discourage adults from learning--things such as residency requirements, full tuition for part-time study, lack of flexible scheduling, etc. Obviously, these are not mutually exclusive categories and some are more amenable to change by the efforts of colleges than others. One can easily argue, for example, that a college could eliminate an important situational barrier for young mothers by providing child care facilities or TV and correspondence courses for home study. It can likewise be argued that colleges could eliminate the dispositional barrier of people feeling that they are "too old to learn" by introducing a special program and accompanying publicity campaign showing retired workers in a variety of educational pursuits. But there probably is a hierarchy of effort involved in the elimination of the three classes of barriers--institutional barriers being the easiest for colleges to do something about.

The research team working for the Commission on Non-Traditional Study (Carp, Peterson, & Roelfs, 1974) asked adults who were not engaged in learning activities but who said they would like to learn more about some subject, to check from a list of 24 reasons all those that they felt were important in keeping them from learning what they wanted to learn. I attempted to classify these into categories of situational, dispositional, and institutional. Such classification indicated that situational reasons constitute the greatest barrier. Nearly half of the respondents, for example, said they lacked the time for study. Lack of time follows a predictable patternn with men between the ages of 30 and 55 listing it barrier No. 1 and women between the family-raising ages of 30 and 45 also giving it high priority. Men offered job responsibilities, while women were likely to check home responsibilities, as leading reasons for failure to continue their education. Other situational barriers that were mentioned were lack of child care, no transportation available, and no place to study, but each of these was checked by less than 12 percent of the sample.

It should be remembered, however, that if a college could tap even that small 12 percent of the potential adult learning market, they would be serving large numbers of people. I talked recently with the president of a small college in New Jersey who was jubilant over the quality and quantity of students that a free

child care facility had brought to their college. Although lack of child care may not be important to large numbers of people, it is extremely important to some highly motivated learners, and it undoubtedly makes the difference between opportunity and no opportunity for some young mothers.

The barrier checked by more respondents than any other in the list of 24, however, was the expense of education. Over half of all respondents perceived cost as a major barrier. If or when we get around to implementing the recommendations of the Carnegie Commission to provide educational leaves of absence to adult employees and to provide a national endowment of two years of subsidized postsecondary education to be cashed in at any time, we will go a long way toward lowering what appears to be the major barrier to the full flowering of the learning society. But in the meantime, let me confess that I had a harder time categorizing expense than any other barrier. For men, the cost of education seems to be a situational barrier. It behaves in a logical way, posing more problems to men with lower-paid jobs, lower educational levels, and younger age. Thus, I assume that these men are in a situation where money is a real--as opposed to a perceived--problem. For women, the barrier of cost seems not to be very closely related to how much money they can be assumed to have. For example, among women, college graduates are almost as troubled by the cost of further education as high school graduates. Equally strange is the finding that financial barriers plague female college graduates much more frequently than male college graduates. Half of the women graduates compared to only one-fourth of the men indicated that cost of further education was an important barrier. Despite all the talk about women's liberation, it looks as though women do not feel as free to spend money on their education as men do. After I had classified cost as possibly situational for men, and dispositional for women, I pondered the recent battle within the University of California over introducing a new system of charging only part-time tuition for part-time study, and I decided that cost is still an institutional barrier too, operating quite frequently to discourage part-time students.

The rest of my classification was easier. We can dispense with the dispositional barriers rather quickly because they do not loom large in the eyes of very many people. We can assert with some confidence that most people are kindly disposed to continued learning. I did find it interesting as well as appalling that the leading dispositional barrier was "too old to learn,"

checked by 17 percent of all respondents but by over 40 percent of those over 55. I can't help predicting that if we run the same survey in 1980, we will find a dramatic increase in the interest of older and retired people in education. For one thing, our technology will permit greater ease of delivery into the home, and for another, we are becoming much more sophisticated in our perception of what lifelong education is. While such education may consist of traditional coursework in the academic disciplines, it is more likely to engage the interest of the learner because of its timeliness and relevance to real-life problems and interests. Older people express little interest in degrees, but there is no evidence that they feel too old to spend their increased leisure time participating in a variety of learning activities that are useful and interesting to them. The North Campus of Miami-Dade Community College added 3000 students, a 30 percent increase in one year, by designing a program for Miami's senior citizens and then enclosing a recruitment flyer in Southern Bell Telephone bills. Since the over-65's are constituting an increasing proportion of our population, we should be alarmed that "too old to learn" is the most frequently checked dispositional barrier to lifelong learning. An educational system that does not serve the needs of the elderly does not serve the needs of the learning society.

The other dispositional barrier that adults said deterred them from further learning were ranked in this order: not confident of my ability, not enough energy, don't enjoy studying, tired of school, don't know what to learn, hesitate to seem too ambitious, and friends or family don't like the idea. But these more personal barriers were experienced by from only 3 to 12 percent of the potential learneer. To interest people in formal learning is not our major problem it seems. If the price and the program are right, the attitude is quite positive.

This brings me to the data on institutional barriers. If cost is considered an institutional barrier, it heads the list. And the cost barrier, as you know better than I, is not easily lowered because cost is also listed by institutions as the major deterrent to initiating nontraditional programs (Ruyle & Geiselman, 1974). Not surprisingly, the institutional solution has been to pass the cost on to the student. Most institutions expect their adult programs to be self-supporting; only one-fourth the programs designated nontraditional look to the institution for subsidy (Ruyle & Geiselman, 1974). It seems to me

that as we move into the implementation of the learning society, the lack of institutional support for adult learning will be considered discrimination on grounds of age. Adults as well as young people will have to be eligible for financial aid on the basis of need. At present, over one-third of the institutions in this country have no financial aid of any type available for part-time students, and even fewer colleges--only one fourth--have financial aid offices open evenings or weekends.

Exacerbating the problems at the institutional level is what a recent ACE Study Commission terms "massive discrimination against part-time students" on the part of almost everyone--federal and state aid programs, social security survivor's benefits, income tax requirements, etc. (Committee on the Financing of Higher Education for Adult Students, February 1974). It is painfully apparent that the ACE's Committee on the Financing of Higher Education for Adult Students is right on target when they insist that we need a totally new conceptual framework in higher education that eliminates the distinctions between "regular" and "adult" students. If we mean what we say about lifelong learning and about the desirability of a learning society, then we can no longer perpetuate a system that assumes learning is a necessity for some and a luxury for others.

I don't have any answer to the financial problem. Obviously, it is perceived as a problem by colleges, students, government agencies, and national study commissions. The best we can hope for is that clear recognition of the existence of the inequity of present practices will lead to reform.

In the meantime, other barriers that I have categorized as primarily institutional are a little easier to do something about. An astounding 35 percent of the respondents to the ETS questionnaire said that an important deterrent to taking a course of study or learning a skill was that they didn't want to go to school full-time. While we in education may talk knowingly about the changing college scene with its dramatic increases in the number of part-time learners, a substantial portion of our intended audience seem to picture an old-fashioned college campus with 18 to 22 year-olds spending full-time on the campus quad. In reality, 1972 marks the year in which the number of part-time students in college equalled the number of full-time students, and we are moving rapidly toward the predominance of the part-time college student. Full-time enrollments are leveling off while part-timers continue to increase. In the 1970's the rate of growth of part-time students has been roughly three and one-half times that for full-timers.

Colleges, of course, both initiate and respond to the trend toward the blurring of the distinctions between study and work or between college and the real world. Over two-thirds of the colleges in the country permit students to earn a degree entirely by part-time study; only 6 percent limit degree-credit to full-time students (Ruyle & Geiselman, 1974). Nevertheless, if one-third of the potential adult learners envision full-time study as a desirable or necessary condition for learning, then we have a public information campaign to conduct. The community colleges have been very successful in casting new images of the openness of their campuses and their eagerness to serve older students. Private colleges with their heritage of dormitories, sororities and fraternities, football weekends, etc., have a more difficult time projecting a new image even if they have given thought to creating the flexibilities and programs that appeal to adult learners. But the data indicate that private colleges, instead of working harder to encourage adult students, make less effort than community colleges. Whereas one-fourth of the independent colleges admit they provide no active encouragement for older students, only 5 percent of the public community colleges are as indifferent. Furthermore, whereas three-fourths of the community colleges have literature available for use in recruiting older students, only about one-half of the private four-year colleges are similarly equipped (Ruyle & Geiselman, 1974). And potential students complain about the lack of information about courses and places of study; 16 percent claim that lack of information constitutes an important barrier to their continued learning.

Other institutional barriers that 10 percent or more of the adults cite as deterring them from further study are that courses aren't scheduled when they can attend, that strict attendance requirements are a problem, and that there is too much red tape in getting enrolled. The complaint about red tape can, of course, be passed off as a motivational problem of the students, but if you are an adult who already feels a bit conspicuous and unsure of yourself, trying to find your way through strange procedures in unknown surroundings can be quite unsettling. Orientation, counseling, and courteous and helpful clerks can be even more important for adults than for young people. Older people who have grown used to competence on their own turf may feel more unsettled in strange situations than young people for whom new and unfamiliar experiences are a more common and more acceptable occurrence.

Obviously there are a variety of steps that can be taken to reduce situational, dispositional, and institutional barriers to a college education. They range all the way from fairly simple public relations efforts to somewhat more complicated procedural modifications to extremely difficult curricular changes. Most colleges have a lot of work to do in all three areas, and all colleges should give some attention to the balance of effort given to dissemination, scheduling and services, and curricular design. I have seen college faculties work terribly hard to design a good educational program for nontraditional students only to have it founder because they gave little attention to telling people about it. Others have done nothing with the curriculum but have launched a good public relations campaign to recruit all those people that all the research statistics say are out there eager to register for classes--only to find that registrations were far below expectations. The third sin, that of having a good program and good publicity but failing to schedule it when people can come, is not common--partly because considerable attention has been given to the issue in the literature but also because if potential learners are informed that you have what they want, they won't be shy about telling you about their problems in services and scheduling.

A well-designed and well-balanced program for nontraditional learners inevitably involves what I call the who, where, how and what questions--who is to be served, where will learning take place, how will instruction be delivered or offered and what content will be taught? A program can be classified as nontraditional with respect to four characteristics--students, location, instructional methods, and content. There are all sorts of combinations and permutations possible. At the one extreme, we can offer the traditional subject matter in traditional ways to nontraditional students. At the other end of the continuum lies the possibility of delivering nontraditional content by nontraditional methods to nontraditional learners in off-campus locations. Research indicates that 70 percent of the nontraditional programs are at the conservative end of the change continuum; they are nontraditional with respect to the type of students served. Only 20 percent of the programs in existence in 1973 were nontraditional with respect to students, locations, methods and content. Nevertheless, the majority of programs were nontraditional in at least two respects. It is not very common in other words to attempt to serve nontraditional students without making other significant changes in the educa-

tional program (Ruyle & Geiselman, 1974).

Actually, the recruitment of students not previously served by higher education is so common now that we might well question whether the term "nontraditional students" hasn't outlived its usefulness. There are not many colleges in the country that do not make some effort to attract one or more of the following groups that have been considered nontraditional: part-time adult learners, economically disadvantaged people, special occupational groups such as policemen or accountants, handicapped students or those otherwise confined or beyond commuting distance, and a host of other groups. In the coming learning society the term "college material" has no relevance. Anyone who wants to learn is college material.

In the terminology of the day, however, the most common model of nontraditional education is the evening division that makes the rather simple assumption that the primary difference between needs of traditional and nontraditional learners relates to educational scheduling. The program for evening colleges has consisted of offering courses and services at times convenient for working adults. Closely related to the evening division but one notch up on the innovative scale of accommodating the special needs of new learners is the extension division with two nontraditional elements--new students and new locations. In the typical extension course, the professor packs up his lecture notes and drives 50 miles down the road to teach as much of the same content in as much the same manner as he can get by with to a moderately new clientele. It is not surprising to find that it usually turns out that the new clientele registering for this model is not terribly different from the on-campus students that the professor originally made his notes to teach. Extension students are often youngish, fairly well-educated, middle-class teachers and business people seeking a few credits useful in promotion and salary considerations.

Where extension colleges have had to be self-supporting, however, they have had to be responsive to the market. In these colleges, one sees truly remarkable innovation with respect to both content and method. The dean of the UCLA extension program told me that 10 years ago they just could not keep up with the demand for courses in personal development. Today, they are having a hard time finding faculty to teach courses related to ecology and the conservation of natural resources. Traditional institutions have been isolated to

some extent from the demands of the market place because they have had a monopoly on the degree business and they have had a captive audience.

Sometimes I think that the extent of involvement and commitment to change has not yet dawned on some of the colleges that are out eagerly recruiting nontraditional students. Many educators are still locked in the concept of what I call the access model. They naively assume that their job is to increase the accessibility of education for the new learners. That is only part of the task before us. I rather suspect that any attempt to be truly responsive to the needs of the learning society will cause all of us considerable discomfort as we are forced to reexamine our old assumptions about the adequacy of our curriculum and instruction. There is a perverseness of human beings that makes a college education valuable when it is restricted to relatively few people. When it becomes available to everyone, then it can no longer derive its value from its prestige. It must be worthwhile in its own right.

The handwriting is on the wall. It can no longer be taken for granted that the traditional academic content is acceptable to the majority of students or potential students. New students and old students are expressing dissatisfaction with a curriculum devoted largely to the preservation of the traditional academic disciplines. Research conducted among such traditional students as those at the University of California showed more dissatisfaction over the curriculum than almost any other aspect of their education. These students claimed that the emphasis on the accumulation of knowledge in the academic disciplines is presently given third priority in the goals of the University whereas it should be demoted to 14th place in the list of 20 goals. Community college students in California express similar disenchantment with traditional content. They would demote emphasis on academic knowledge from its present first place to 12th priority (Peterson, 1973). Other research on the desires of adult learners shows that traditional courses such as those in the social, biological and physical sciences rank very low in the interests of adult learners (Carp, Peterson, & Roelfs, 1974). My own research (Cross, 1971) indicates that the new students entering the college mainstream through the open doors of community colleges are not attracted to the traditional content either.

All kinds of learners and potential learners, on campus and off, are asking for "relevance" in education. It doesn't help to point out to our critics that the term "relevance" is inarticulate and awkward. The dissatisfaction

of people with the usefulness of their education is one topic on which radicals and conservatives can agree. Radical reformers are likely to talk about social relevance whereas the general public may be thinking about an education that will provide practical upward social and economic mobility, but the notion of applying education to the solution of real problems is a common desire now among traditional as well as nontraditional students (Cross, 1973). The knowledge explosion, the fact that information can be retrieved more efficiently than it can be remembered, the societal shift from technological problems to human and social problems--all of these contribute to widespread discontent with our present model of concentrating on the dissemination of factual information in the academic disciplines. Competency-based education is one attempt to meet the demands for an education that is useful. The "education and work" theme of the federal government and the rapid growth of cooperative education programs are other signs of the times. But a market place that continues to show disenchantment with the standard course offerings will, I believe, be the greatest force for reexamination and change in the area of the content of education.

Time does not permit an examination of the revolution taking place in instructional methods. Generally speaking, most educators are better informed about nontraditional methods than they are about nontraditional content. Furthermore, colleges are obviously more willing to examine new instructional approaches than they are to explore the possibility of new subject matter--despite the fact that students are not as dissatisfied with the method of presentation as they are with the content of the presentation. We have some new evidence at ETS that adults, in particular, prefer lectures to other instructional methods (Roelfs, 1975). One suspects, however, that most adults in the population have had little opportunity to experience alternative teaching/learning approaches. It may simply be that most people like what they know rather than know what they like. There is every reason to think that the newer media delivery systems and self-paced learning modules are especially relevant to the instruction of adults.

It must be obvious that I think the topic of programs to serve nontraditional learners is broad and complicated. There are no prefab models; that is the challenge of the new learners. Traditional education has assumed that

the institutional program is the given and that students are successful or unsuccessful to the extent to which they master predetermined lessons. Non-traditional education starts with the assumption that the student is the given and that education is successful or unsuccessful to the extent that it helps students toward intellectual and personal development. There is all the difference in the world between the two approaches. The traditional curriculum can be designed in the absence of students and transported to just about any college in the country; the programs that are the concern of this conference cannot begin without extensive knowledge of the particular clientele to be served.

I believe that we are witnessing the start of a movement that will revolutionize education for traditional as well as nontraditional learners. It is exciting and challenging to be a part of that movement.

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THE UNIVERSITY OF MID-AMERICA

William Bondeson

The University of Mid-America is not a university in the traditional sense of that term; it has no faculty of its own, it has no students of its own, and it has no campus. It has no athletic team either. It does resemble many universities, however, in that its budget is not as large as it might wish and it always has need for additional funds.

Supported in the main by grants from the National Institute of Education, the University of Mid-America is a consortium program sponsored by the University of Nebraska, the University of Kansas, Kansas State University, the University of Missouri, and Iowa State University. The function of the consortium is to develop and offer open learning educational experiences to students who are unable or who are reluctant to take courses on a traditional campus.

Although the concept of open learning is a very general one, it can be defined, in part, as an attempt to deal with a student age group older than that found on a traditional college campus. One of the main target populations of non-traditional and or open learning programs is the student twenty-five years of age or older, in many cases with a year or two of college work but in almost all cases without a completed degree. Insofar as open learning deals with people who have already established life styles as well as job and family commitments, this means that open learning programs must make higher education more accessible to these students who are not able to come to a campus, even for evening classes or weekend study. We know of many students whose work schedules are such that regularly scheduled campus based classes are an impossibility for them and thus a key feature in the design of open learning programs is sufficient flexibility to enable the student to study at his or her own time, place, and pace. In this sense making higher education more accessible is also to individualize it. Thus, adults are the prime target population, accessibility is the key term describing the methods of delivery and instruction, and alternatives to traditional curricula describe in part, at least, the contents of non-traditional study programs. Research has shown that some non-traditional students want to take courses not usually found in traditional campus catalogs, e.g., personal skills courses, voca-

tional courses, and the general range of non-credit offerings. But it would be a mistake to assume that all non-traditional students want non-traditional programs of study. Research has also shown that there is a considerable and sustained demand for traditional subject matters which lead to traditional degree programs. Thus the content of open learning programs is as wide and varying as are the learning needs of the students who enroll in them. And this means that the development of any open learning program must begin with a careful attempt to identify the existing range of learning needs in the appropriate geographical area, along with a carefully thought out decision as to what sub-set of these needs are to be met. Like any other institution of higher education, open learning programs cannot be all things to all men.

The University of Mid-America is designed to identify and meet learning needs in academically appropriate ways. As a consortium, it entails a gathering of resources, both personal and financial, from five well-established, broadly based institutions of higher education in the Mid-west. Under funding from the National Institute of Education, the University of Mid-America, as a consortium, is engaged in three activities. First, it produces and/or acquires multi-media course materials which it makes available to the members of the consortium and leases to other institutions around the country. The curriculum for UMA, i.e. its list of courses, has been developed by the UMA Academic Council made up of faculty members and administrators from the five participating institutions. Second, the University of Mid-America engages in research of at least two kinds, research on the effectiveness and the validity of the course materials it produces, and research on the learning needs of students in the region. Third, the University of Mid-America will coordinate the open learning systems which each of its member universities intend to organize in its geographical area. This will involve the development of policies and guidelines concerning the operation and development of learning centers, guidelines for the training of learning center faculty and staff, and the development of policies for cooperation with other institutions of higher education.

The SUN (State University of Nebraska) Project is the University of Nebraska's contribution as a member of the University of Mid-America consortium and serves as an excellent model open learning system in a state. At the moment, SUN has two course offerings, Accounting I and Introductory Psychology. Taking the Accounting course as an example, one can see the kind of educational activities

in which a student must engage in order to complete the course. There are five modules in the course: first, a general overview of each week's lesson is published in the entertainment section of the Omaha World-Herald, which has virtually statewide distribution. Second, a half hour color television lesson for the course is broadcast twice each week over the fifteen week duration of the course. Both of these modules, naturally, are available to anyone who will take the time to read the newspaper or turn on the television program. However, if a student enrolls (either for credit or non-credit), he or she will receive a learning kit which contains the three remaining modules for the course. There is a workbook/study guide, a set of audio cassettes, and a textbook. These three modules are systematically related to one another and, in turn, are related to the newspaper and television modules for the course. Thus, this is not a television course as if often supposed; rather, it is a course which uses television along with a wide variety of other media, each of which has an important and necessary educational role to play in the student's learning process. If a student has a question about the course, he or she can use the toll-free WATTS line back to the Lincoln campus for contact with a faculty member; if a student calls at off hours, the message is recorded and the faculty member returns the call at the student's convenience. Finally, SUN has a network of learning centers across the state of Nebraska where a student can come for additional help with the course and consult supplementary materials for the course. The famulty members also make a circuit of the learning centers and discussion groups of students taking the course are arranged by the learning center coordinators. As described thus far, the SUN Project is mainly involved with the offering of these two courses and there will be an expanded list of courses next spring. However, the learning centers are not merely places where students can get help with existing courses; they are also places where students can come for help and advice in satisfying whatever learning needs they might have. The learning centers are designed to be educational referral centers and educational clearing houses. Thus, the learning center coordinators are specially trained to provide students with information about learning resources available in their city, county, state and in the nation as a whole; they serve as educational counselors as well. County libraries have also agreed to serve as mini-learning centers, particularly

for purposes of testing. Research on the more than seven hundred students enrolled in the first two courses has produced some very interesting results. The students range in age from 13 to 70; about 80% of the students enrolled are over 25 years of age; and the average age is 41. 75% of the students are women. As one might expect from the personal sacrifices of time and money which these students make in order to take SUN courses, faculty report that, at least in the initial stages of the course, the students tend to be unusually highly motivated.

By joining the consortium, the member Universities have agreed to try to develop an open learning system in their region using the SUN delivery system, already operational, as a model, but not necessarily adopting every feature of that system. The availability of resources, such as Extension Divisions, Correspondence Study Divisions, educational radio stations, etc., all will be determining factors in the kind of delivery system that is organized in each state.

In any case, the educational opportunities for an open learning program are indeed exciting and we look forward to the development of a fully organized, regional, open learning program. In general, universities, it seems to me, have an obligation, both on social and on educational grounds, to meet the learning needs of the entire range of the population and to help produce a society in which education is not the particular province of the young, but rather the opportunity of a life-time for a life-time of learning. We urgently need a learning society.

CENTER FOR ADULT LEARNING

William Conner

During several months following the enrollment problems of the fall of 1972, career education was viewed as the most promising response to the need to attract more students. As a result, nine new career programs and options were identified for development and implementation by fall, 1973. Much time was devoted during the fall and winter to these programs. Of the nine, three had been planned as a part of the college's long range plan for the development of career programs. These three proved successful. Of the remaining six, two achieved some measure of success while the remaining four failed, testimony to the results of hasty planning and implementation.

As the months passed, information on student applications made it increasingly clear that the development of career education could make significant contributions to the long range resolution of enrollment problems but the development of such programs could not be accelerated sufficiently to make any major impact within one to three years. The college turned its attention to the search for alternatives that might make an immediate impact, thus providing a breathing space during which program changes of longer range implications might be accomplished.

The needs of adults had been recognized since the founding of the college in a modest program of continuing education offering predominantly credit courses in the evenings and on Saturdays. Relatively little administrative attention had been given to this group partly as a result of the limited facilities available on the interim campus. In the fall of 1972, however, the college had available a new major resource in the recently occupied permanent campus and the community had begun to respond to the college's interest in making facilities and programs available to as many area residents as possible.

The decision to study the needs of adults as one major direction of the college was followed by the decision to seek assistance from a consultant. Two approaches to planning a significant expansion of the program of continuing education were identified.

Under the traditional approach, college faculty and staff decide what students should have, offer the program and await a response. If courses are

supported they become a part of the program; if not they are removed from the schedule. Little evaluation is performed to determine why some courses made and others did not. Under the community centered approach, college offerings are based on defined clientele needs, not on faculty and staff preferences. Faculty and staff productivity is increased since the results of planning produce a high degree of student support. Little time is wasted in planning courses and programs which are never offered.

In the development of the fall, 1973 continuing education program, a strong effort was made to use the community centered concept. The following groups participated in providing information: (a) senior citizens organizations, (b) business and industry, (c) Bureau of Corrections, (d) the Christian Associations (YMCA YWCA), (e) the Agricultural Extension Service, (f) governmental agencies (police and fire), (g) professional societies, (h) unemployed housewives (unskilled), (i) working high school graduates or drop-outs who had no postsecondary training or education, (j) currently employed individuals interested in new careers, (k) individuals who had been trained or educated in a career but had been away from it for a period of time and required refresher skills, (l) the general population interested in leisure time activities.

Active liaison with representatives from these groups helped staff to identify problem areas not previously considered in the continuing education program. Change had to occur before these groups could be served adequately. Some of the responses that had to be adopted included: (a) differential pricing requirements for courses, (b) flexible scheduling including a variety of starting times and course lengths, (c) easier registration including use of telephone and mail, (d) off-campus offerings, (e) differential compensation for faculty, (f) identification of adjunct faculty with special skills, (g) tuition waivers, and (k) requirements of special diets. In order to provide a distinctive identity for this plan to deliver services to a new population, the term Center for Adult Learning was chosen.

The need for flexible scheduling emerged early in working with community organizations. The college organized three fall semesters each with a separate beginning and termination date. The regular fall semester started in late August and followed a 15 week sequence, terminating before the Christmas holidays. The late fall semester began the third week of September and offered

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courses which continued through the third week in January, observing the usual Christmas break. Finally, an extended fall semester was offered during the first three weeks in January providing for concentrated study in selected areas. In all cases, these schedules were arranged to that time would permit the offering of regular credit courses. In addition, non-credit courses, workshops and conferences of varying lengths started and concluded throughout the period. Both the credit and non-credit offerings were available day, evening, late afternoon and Saturday mornings. Evaluations done on all three calendars revealed both faculty and student support for their continuation. The result of these varied options was to broaden the number and types of students that could be reached, yielding a significant increase in full-time equivalent student enrollment. For example, 85 FTE students were enrolled in the January term alone, an enrollment that could not have been generated without this session.

In working with business, industrial and professional groups it became evident that many had highly sophisticated educational programs of their own. Care had to be exercised to ensure that unnecessary duplication of service was avoided. Some groups were interested in de-emphasizing or discontinuing the delivery of educational services to their employees or membership. Having experienced an increase in cost in offering such programs, the prospect of having an educational institution handle their educational requirements appealed to them. Because these groups hesitated to abandon totally their own educational enterprise, arrangements were made in some instances for co-sponsorship. Under this arrangement the college provided classroom space and use of related college facilities, while the cooperating agency engaged the instructor and compensated him. College credit is not given at the present time for co-sponsored courses. Examples of co-sponsoring agencies include the U. S. Coast Guard, the insurance and newspaper industry, the American Institute of Industrial Engineers and the Industrial Management Clubs of two communities.

The Late Start program pvovides educational services to senior citizens to assist them in continuing as independent and contributing members of their communities. A retired person heads the program. Thirty participants are involved each semester in a ten-week non-credit program that is tuition-free with meals and transportation provided. The resources of the social services, health, governmental and recreational agencies of the college's service area contribute to the success of this program. In addition, the college's board of trustees

approved a policy whereby any citizen residing in the college's service area, 65 years of age or older, could enroll in any college credit course without cost. Arrangements were also made to provide convenient bus service to the college throughout the day. Public transportation has been important in improving service to students of all ages.

As another major thrust of the CAL an extensive non-credit program was organized with emphasis on leisure time activities. Such courses as witchcraft, cake decorating, transactional analysis, and fly-fishing techniques, enrolled a substantial number in the fall of 1973. In addition, liaison with the county's Agricultural Extension Service led to the successful offering of courses on home grounds landscaping, house plants, and care of home gardens and trees. Contact with leaders in the local women's action groups led to courses for women in history, automobile repairs and legal rights.

Supporting the concept of the CAL are college policies which encourage people to come to the college for activities unrelated to formal course offerings. A very liberal policy on the use of college facilities encourages PTA meetings, service club meetings, social clubs, special activity organizations and general tours. Pennsylvania State University maintains an extensive schedule of continuing education courses on the campus. These policies bring people to the campus who would not otherwise come. There is some evidence to suggest that a number of individuals drawn to the campus for non-instructional activities returned later to enroll in a college course.

It does no good to plan and organize an extensive program of continuing education unless these services are brought to the attention of potential users. The college had used a tabloid section distributed through area newspapers as well as smaller ads in papers and spots on the radio. As a result of careful analysis we decided to use a direct mailing approach for the fall of 1973. A comprehensive mailing list was purchased from a Philadelphia based firm and over 65,000 brochures were mailed throughout the college's service area. This mailing brought a strong response from the community with over 3,000 enrollments in the CAL compared with about 900 for the preceding year. Comments from the community indicated that the combination of high interest offerings, convenient and flexible scheduling, and the mass mailing were the factors contributing to this response.

The experience suggests that the college has successfully identified a significant group of new students who have the potential to offset the decline in full-time students enrolling in college parallel programs. The demand for continuing education for adults is growing at a rapid rate. Already more individuals are registered for evening offerings at NCACC than for day courses. This trend is likely to continue as long as we remain sensitive to the needs of our adult population for non-traditional and flexibly scheduled offerings.